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ABSTRACT

Problems in curriculum development in Black Studies are addressed along with suggestions on future action. A recurring theme and concern throughout the workshops was the need to set priorities for the 1980's and beyond. Course outlines and bibliographies are included in the report for: African History and Culture; Black History Before the Civil War; Black History After the Civil War; Politics of Black America; Economics of Black America; Sociology of Black America; African Literature; Afro-American Literature; Music of Black America; Black Drama; Black Visual Arts; and Afro-Americans and the Mass Media. Participant projects are also reviewed, dealing with: the state and direction of Black Studies in America; relevance of nursing; bookless course; administrative problems; a personal perspective; a community-controlled food cooperative; self-concept and the black American; the place of Black Studies in the total curriculum; and a proposal for a new course in Afro-American history. Appendices provide a list of participants, program schedules, suggested assignments, and evaluative tools, media coverage, and participant responses. (LBH)

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Curriculum Designs and Methods in Black Studies

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WASHINGTON STATE UNIVERSITY

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CURRICULUM DESIGNS AND METHODS IN BLACK STUDIES

Development of Cross-Cultural and Interdisciplinary Course Models

1975-76 PROJECTS

Pacific Northwest Black Studies Summer Workshop

and

Pacific Northwest Black Studies Short-Term Institute

Black Studies Program
Washington State University
Pullman, Washington

Funded
DHEW, U.S. OFFICE OF EDUCATION
Ethnic Heritage Studies Program
Bureau of Post-Secondary Education

CURRICULUM DESIGNS AND METHODS IN BLACK STUDIES

Summer Projects Report and Survey

The following summer projects were proposed and conducted by the Black Studies Program at Washington State University as basically teacher training and curriculum development projects. This report and survey of the Workshop and Short-Term Institute is complete with the exception of the field evaluation of the participants and their institutions and final projections.

Pacific Northwest Black Studies Summer Workshop. Conducted July 14 to August 1, 1975. Funded under Title IX. The Ethnic Heritage Studies Program.

Pacific Northwest Black Studies Short-Term Institute. Conducted August 4 to 8, 1975. Funded under Higher Education Act, Title V, Part E, Public Law 89-329 as ammended.

Professor Talmadge Anderson
Project Director

Professor Leon Black, Jr.
Workshop and Institute Director

Reginald Newton
Staff Assistant and Evaluator

Bernard Cotton
Staff Associate

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PREFACE

This report is a picture of not only what transpired during the Pacific Northwest Black Studies Institute, but also a testimonial to the task ahead for Black Studies educators and administrators. It is a picture that derives its most devastating validity from the seriousness and sense of urgency exhibited by the consultants, workshop participants and staff. From it rises not merely an understanding of the problems in curriculum development in Black Studies, but valuable suggestions on future courses of action.

A significant part of the planning for this workshop was in gaining specific knowledge of varied problem areas in curriculum planning and implementation. Efforts here consisted not only in ascertaining the present state of Black Studies in the Pacific Northwest and the nation in general, but also the extent to which courses in minority studies are being institutionalized in the nation's colleges and universities.

Since the question of institutionalization of Black or Minority Studies is closely related to the overall problem of curriculum design and implementation, an inquiry was made to the nation's fifty State Boards of Education in planning procedures. Of the forty-one State Departments or Boards of Education which responded, thirty-two had no specific state policy or guidelines which require students in primary or secondary education to take a set number of hours or courses in minority, ethnic, or multi-cultured studies as a prerequisite for certification.

In the remaining nine states, only four, Nevada, Oregon, Minnesota and Wisconsin have enacted legislation specifying that students must take a set number of courses or hours in minority, ethnic, or multi-cultured

studies. By 1979, Montana will require all teachers on or near Indian Reservations to have a background in Indian Studies. North Dakota and South Dakota hope to have similar requirements in their statutes by the end of 1976. West Virginia has been attempting to get similar legislation passed since early 1974 with little success, and the District of Columbia alone requires all public school teachers to take at least two courses which focus directly on ethnic groups.

These responses brought to light several broad or general factors from which we shaped our specific activities. First, they clearly showed that minority studies is not fully incorporated into American education. Secondly, by definition, we will continue to have a shortage of qualified personnel in Black Studies. And last, it is evident that the main focus, along with curriculum design and implementation, must be the dissemination of pertinent data which we feel will help to fill the void left by the shortage of qualified Black Studies educators.

INTRODUCTION

When, during the mid to late 1960's, colleges and universities throughout the nation responded to the academic challenge of the Civil Rights movement by expanding their course offerings to incorporate the life and history of blacks and other minorities, the immediate and inevitable problem was locating competent faculty. After nearly a decade, the Black Studies programs which survived the earlier trial years moved from the experimental program stage to viable academic departments. As Black Studies programs and departments assumed a more permanent academic status on campuses across the nation, problems beyond mere survival became the focal point of concern.

During the academic year of 1974-75, Professor Talmadge Anderson, Director of Black Studies at Washington State Univeristy (WSU) and his Staff Assistant, Bernard Cotton focused their attention on select problems in Afro-American Studies. Also, their concerns included equipping Black Studies faculty with the necessary tools for implementing innovative, relevant, and functional models.

With specific focus on the six-state area of the Pacific Northwest (Idaho, Montana, Oregon, Washington, Utah, and Wyoming), Anderson and Cotton set forth a proposal for a workshop which would be designed to lessen the shortage of competent ethnic personnel to teach college-level courses, and provide guidelines for innovative growth.

Through the combined efforts of Anderson and Cotton, Washington State University was funded $29,998 for the implementation of a workshop on Curriculum Planning and Perspectives in Afro-American Studies by the U.S. Office of Education-Ethnic Heritage. During the implementation of

the three-week workshop, an additional $10,000 was awarded to the University by the Office of Education: Bureau of Postsecondary Education--thus enabling the workshop to continue for an additional week. These workshops were, as mandated, operated by the Black Studies Program with Professor Anderson as Project Director and Professor Leon Black, Jr., as Workshop Director. Under the general heading of curriculum Design and Planning, workshop activity was structured to meet five specific objectives. They were: 1) to improve participants' proficiencies in Black Studies through subject familiarization and problem identification; 2) to study and disseminate pertinent data on curriculum development; 3) to increase teacher proficiency in curriculum design; 4) to improve teaching methods; and 5) to establish more useful and accurate curriculum evaluative instruments and procedures.

Twenty-five participants, representing six states (California, Montana, Idaho, Utah, Oregon, and Washington) attended the workshop. Each participant represented a different university or junior college, thus enabling the workshop staff to reasonably assess the condition of Black Studies in the Pacific Northwest. As was revealed through evaluative procedures and questionnaires administered during the workshop, Black Studies in the Pacific Northwest does stand to gain through intensive study and exchange among those who are genuinely interested in the future growth of the discipline.

During the first workshop (July 4 - August 1) activity was divided into three phases. The first week's activities stressed subject familiarization, problem identification, and assessment. The second week was devoted entirely to curriculum design, development and implementation, and evaluation.

Assisting in the implementation of the workshop and the satisfactory completion of each phase were prominent scholars and researchers in the area of Black Studies. On Monday, July 14, Dr. Robert E. Staples, Chairman of the Graduate Program in Sociology at University of California at San Francisco officially opened the study sessions with a lecture entitled "Black Studies: Academic Rationale and Challenge." On the following day (July 15), he again addressed the participants, this time discussing "Black Studies Directors and Teachers: Role Descriptions and Expectations."

Other consultants included: Dr. William Harris, Director, Black Studies Program at Portland State University, Portland, Oregon; Dr. Robert Grunewald, Department of Education, Washington State University; Mr. Donald H. Alexander, Assistant Vice President, Seattle First National Bank; Dr. Clarence L. Williams, Director, Black Education Program at Eastern Washington State College; Mr. W. H. McClendon, Director of Black Studies at Reed College; Dr. Janet Helms, Department of Education and Counseling Center, Washington State University; and Dr. Charles E. Mosley, Chairman, Division of Cultural Studies at Chicago State University.

In addition to the above listed consultants. The workshop benefited immensely from the efforts of its regular staff. They were:

Talmadge Anderson - Project Director
Leon Black, Jr. - Workshop Director
Wilson E. Reed - Political Science
Robert Davis - Sociology
Michael Porter - History
Arnold Sparks - Literature
Marion Smith - Music
Willie Calhoun - Theatre and Drama
Michelle Banks - Art

Priority was given to shaping activities and procedures to maximize the effectiveness of the consultants and staff. On the second day of the workshop (July 15) the University Library, at the request of the staff, issued each participant a temporary card and a complete bibliography of all university holdings in Black Studies. Along with providing access to the library, the regular staff was encouraged to make themselves available for ongoing consultation on bibliography, curriculum design, and course content.

During the first week of the workshop, the participants were divided into two "problem-solving" groups. These groups, which met both in day and evening sessions, focused on key issues and problems, then returned to the regular group sessions and served to enlighten other participants on the status of Black Studies throughout the region.

The second workshop (August 4-8), which was funded by the Bureau of Post-Secondary Education was, essentially, a continuation of the first, but with greater emphasis on developing "Cross-Cultural and Interdisciplinary Course Models" in Black Studies. While following the general format established during the first three weeks, the second workshop stressed individual study and consultation with the staff and invited consultants.

Dr. Hollis R. Lynch, Department of History, Columbia University; Professor Ewart Guinier, Chairman, Afro-American Studies, Harvard University; and Dr. William Sims, Department of Education, Colorado State University were visiting consultants during the fourth week. Lynch, Sims, and Guinier devoted the entire week to group and individual consultation.

Evaluative procedures were designed to appraise the present status of Black Studies in the Pacific Northwest, ascertain the overall knowledge of Black Studies among the participants, pinpoint specific problems and issues, and guage the overall success of the workshops in accomplishing the established goals.

On the first day of each workshop, participants were given a questionnaire and pre-evaluation form. The object of the questionnaire was to ascertain the present state of Black Studies in each locality. It was envisioned that the information gathered from the questionnaire would aid in post-field evaluative procedures. The pre-evaluation exercise administered gave pertinent information on the individual participant. This evaluation addressed itself to questions of attitudes, knowledge of Black Studies as a discipline, previous work in the area, and anticipated future work.

Along with the initial questionnaire and pre-evaluation, evaluative tools were administered at the end of each week. These helped measure progress as activity moved from one phase of the workshop to the next. And finally, a post-evaluation form was administered at the end of the workshop. This should not be confused with the post-field evaluation procedure. The post-evaluation was administered to gather immediate impressions and responses. The post-field evaluation procedure attempted to monitor the long-range results of the workshop objectives. In the post-field evaluation procedure, staff will be looking for substantive growth in the various programs and will attempt to ascertain the extent to which positive growth and development accrued from activities of the workshops.

The success or failure of the Pacific Northwest Black Studies Workshop will be gauged by the extent to which Black Studies in the region gained measurably by the workshops having been initiated. Aside from the post-field activity, evaluative procedures are complete, while we have every reason to be justly satisfied with the efforts, total success will be reserved until the completion of the post-field procedure.

ACADEMIC PERSPECTIVES IN BLACK STUDIES

Workshop activity incorporated, and benefited immensely from, the ideas and expertise of many prominent scholars whose concerns and productivity centers on Black Studies. Summaries of selected consultant input are included.

While all consultants who participated cannot be included in this report, three among the many excellent presentations are represented here. To some extent these statements will shed light on the overall projection of the workshop. The scholars are Dr. Robert Staples, Dr. William Harris, and Dr. Charles E. Mosley.

BLACK STUDIES: ACADEMIC RATIONALE AND CHALLENGE

Dr. Robert Staples
Chairman of Graduate Program in Sociology
University of California, San Francisco

The subject of education has been under the scrutiny of men of letters throughout the history of man. Who should be educated, and the nature of that education have been the essential questions to be answered; and this same question is with us today.

Historically, education in America was the province of upper-class white American males. Its intent was to prepare them for the role of leaders in a society where this was a skill limited to men who attended the institutions of higher learning. It was late in the nineteenth century that the concept of education was applied to working-class males and to females. The establishment of land grant and co-educational colleges brought new types of people into the academic milieu and generated changes in the educational content of many universities and colleges.

Education in general has been dichotomized into what are called pure and applied sciences. Originally, the pure sciences dominated the educational sphere. Knowledge of a subject matter was an end in itself without much concern for its practical use. Applied science was the search for ways of using scientific knowledge to solve practical problems.

Whether universities should be the repository of pure or applied sciences is still a controversial matter. Most institutions are a combination of both types of courses. This question is very relevant to any discussion of Black Studies, but a history of the education of Blacks should first be understood.

Black Studies is usually defined as falling into three broad categories: African Studies, Black Culture Studies, and Black Nationalist Studies. The first category, African Studies, has been in existence for some time and has acquired academic respectability. It is an interdisciplinary study of the politics, economics, geography, languages, etc., of the African continent, particularly the area south of the Sahara.

The second category of Black Culture Studies is most aptly defined as a pure science, meaning that students acquire knowledge about Black history, culture, etc., without much concern about its practical use. Herewith is a statement of purpose of such a program as drafted by the Committee on Afro-American Studies at California State College, Hayward:

> "The establishment of a Department of Black Studies would serve to stimulate research studies, to assemble a comprehensive library of books and periodicals relative to the purpose of the department, to establish a meaningful dialogue between students, scholars and leaders in the community, to utilize the educational process to promote the development of Afro-American Studies and to compliment the domestic and international interests of the United States as they relate to Black Americans and to Africa."

The above statement of purpose appears relatively innocuous and offers little threat to the status quo system of race relations. It says little about the racist educational system that engendered the need for such a program nor does it refer to any rectification of these racist practices, a conclusion that should ensue from an analysis of the oppressed condition of Blacks in this country. It is an eminently respectable program which has received a positive response from the political and business leaders of this nation. It is this concept of Black Studies that most of the white community would prefer enacted, albeit somewhat slow in providing the resources for its establishment.

Certain criticisms that have been leveled against Black Studies are most applicable to this concept.

Probably, the most common objection to a Black Studies program is based on the assumption that it is not a valid academic subject. Curiously, this criticism has come more often from persons who are not academicians but civil rights leaders, television commentators, etc. It seems rather strange that Black Studies would not fit into the academic purview at colleges that presently have a Department of Physical Education, a discipline that some scholars call sophisticated body building or a college of Home Economics where scholars assume girls are learning to bake cookies.

Physical Education and Home Economics cannot be summarily dismissed as trivia; they have proven their worth to the college community. Such is the case with Black Studies, as it can hardly be doubted that the history and conditions of life of almost thirty million Black Americans are not worthy of study. The present college curriculum is one whole white studies program as students learn white history, white psychology, white art, etc.

Other fields, such as law and social work, utilize the talents of people with practical experience by bringing them into the classroom setting as teachers. Such could be the case with Black Studies where people who have worked or lived in the Black community could disseminate the insights gained from their experiences to the students in Black Studies programs. In any case, universities already have Asian Studies, Latin-American Studies, and even Jewish Studies programs in operation. A Black Studies program can be evaluated on its merits just as these courses of study are judged.

Another criticism of Black Studies concerns the proliferation and diffusion of Black Studies programs throughout the country, and the problem of getting enough "qualified" Black-oriented professors to teach in a Department of Black Studies. This argument has some validity if one sees Black Studies as simply another academic subject--which it is not.

An alternative of attempting to build a few "quality" Black Studies programs, rather than the host of Black Studies programs now planned, has been proposed by some academicians. Such a proposal is poorly received by the masses of Black students throughout the nation, who have struggled to obtain a Black Studies department for their respective college. Black students living in California do not want to go to New York to learn about their history and culture anymore than white students from Maine want to travel to Florida to study Western Civilization.

As for the question of enough qualified scholars to teach Black Studies, there are no standards for qualification to teach in this area. Black Studies is a very new field and there are no scholars who have advanced degrees in this discipline.

The paradox here is that the Black scholars having the acceptable academic credentials frequently lack the Black orientation to teach a meaningful Black Studies course. One has to be closely assimilated into the white value system to make it through the highest level of the white educational system. Of course, many have subsequently acquired a pride in their Black identity, and can make significant contributions. However, as has been pointed out: "There aren't enough

qualified non-Toms in the country to teach Black Studies. What you're getting are educational pimps who want to exploit Blackness for a big payday."

Some people who accept the idea of a Black Studies department become worried lest all the Black college students major in Black Studies and deprive the Black community of needed doctors, chemists, etc. As one person put it, "I don't want a graduate in Black Studies performing surgery on me." Some have suggested that Black Studies programs should be mostly for white students who need to know about Black history and culture.

This problem is not easily resolved by people who have a Black or pure science concept of the program. They usually state that there is no reason to 'apriori' assume that all Black students will major in Black Studies although acknowledging that there are no safeguards to prevent them from doing so. Perhaps this explanation by William Brower, Student Director of the Afro-American Studies at Antioch College will suffice:

> "The most important thing about Black Studies is the development of a general perspective on what Black people face. A doctor coming out of a Black program will not be in a professionalism bag. He might be more interested in training paraprofessionals who could do certain essential things, especially in times of disaster."

The third category of Black Studies, is somewhat impervious to the previous criticisms because of its different conceptualization of Black Studies. The primary question is whether a college should allow it to exist on its campus. Most discussions of Black Nationalist Studies are conducted on the covert level, its proponents wary of

revealing their real goals and its opponents leery of opposing movements for Black freedom.

Probably the following statement of purpose from the Black Student Union of the State University of New York at Albany states the goals of Black Nationalist Studies in a clear fashion:

> "This program is designed to provide the student with an educational and experiential background which is more relevant to the Black experience. The program will help supply the student with an intellectual perspective on such vital disciplines as political, historical, economic and socio-psychological issues that will more realistically enable him to vigorously confront the forces of racism and oppression. The Department of Afro-American Studies must prepare students for the most complete form of self-expression which must, in fact, be total liberation and self-determination of all oppressed peoples."

Obviously, the Black Nationalist intent is to use this program as an applied science, that the knowledge acquired will be translated into the concrete control of their community, whereby they can determine their own destiny. Questions of qualified professors, academic standards, etc., become extraneous to their goals. For instance, their answer to the question of depriving the Black community of doctors because of Black Studies programs would probably be: If we don't gain control of our community soon, we are doomed as a race of people. Our immediate need is for politicized Black leaders who can help us obtain our liberation, not for medical doctors whose clientele will consist of a permanently unemployed, oppressed group of people.

What is of concern, here, is whether revolutionary Black Nationalist Studies will be permitted on college campuses. Since the colleges of America are controlled, like everything else, by the power elite, i.e., the military, business, and political leaders, they may view

with disdain the financing of programs which will ultimately threaten to undermine their power.

An example of this conflict of interests is depicted in the recent pamphlet, "Manchild in the Corporate State," put out by the Students for a Democratic Society at Cornell University. The following excerpt is a good example:

> "In the Spring of 1968, Cornell SDS began a campaign to persuade Cornell University to sell its stock in banks which are part of the American banking consortium which had come to the aid of the apartheid regime of South Africa in the early 1960's. Despite considerable faculty and student support for the SDS initiated campaign, the Cornell Board of Trustees voted not to sell their stock.
>
> Why did the vote show such an overwhelming support for these investments in a racist government's economy? First, eleven of the trustees are directors of firms which have investments in South Africa, and five of these eleven men are members of the Executive Committee of the Cornell Board of Trustees. The challenge to Cornell's investments was by implication a challenge to their own investments."

However, Black Studies programs are creatures of power struggles by Black college students. They are not granted as a magnanimous gesture of the power structure nor have adequate resources been provided for the creation and maintenance of these programs.

The objection to Black Nationalist Studies is essentially an objection to the liberation of an oppressed people. While the purveyors of racism in this society will, obviously, dislike relinquishing the privileges that accrue to being white, the choice is no longer theirs as the forces of history take their toll on the racist educational system of this country. Black self-determination is an idea whose time has arrived. In the words of the philosopher, Caryle, "A lie cannot live forever."

A new dimension has been added to the discussion of Black Studies program. In Liberator Magazine, I.K. Sundiata states that Black history should not be a recreation of some superglorious past, "where Black boys and white boys fought and worked side by side, heirs to the same promise, but rather should be written by those who have extricated themselves from the contradictions of the American myth." Its purpose should be liberation from present lies.

There are those who believe that Black students should acquire a "white" education so that they can play the white man's game. This is best answered in a quote by James Baldwin: "The only thing white people have that Black people need, or should want, is power--and no one holds power forever."

Whether power comes, as Mao Tse Tung says, from the barrel of a gun or from an understanding of Black history, Black students have ascertained that it does not come from passage through the traditional halls of ivy; that the racist character of the educational system is not relevant to the masses of oppressed Black folk; and that a new form of education must supplant the old guard whereby Blacks can attain the liberation of their oppressed community.

A meaningful Black Studies program, should contain certain essential elements. First, and foremost, is a teaching of the historical forces that have shaped this country and the relationship of those forces to the present-day Black condition. As George Santayana so cogently pointed out: "Men who do not understand history are doomed to repeat it."

Secondly, an essential component of a Black Studies program should be a link between Black students and the Black community. Nathan Hare, Black Studies Director at San Francisco State College, has stated: "Other Black Studies programs merely add Black topics on an 'ad hoc' basis to existing courses. They involve no significant innovation in the educational process and omit the key component of simultaneous community involvement." Not only has there been no successful effort to relate the educational program to the Black community, but no attempt has been made to relate the Black community to the educational process.

In such a Black Studies program, students would be required to work in some mode of community activity. This requirement could be met by the student's engaging in such diverse activities as educational, political, economic, cultural and/or social work in the Black community.

A sample of possible courses and their content are listed as follows:

Politics of Black Power. The theories and current trends relating to the development of more extensive and effective control of those political institutions that influence the lives and destinies of Black people.

Tactics and Social Confrontation. The application of tactics of social confrontation designed to alleviate the social inequities in the areas of politics, education, housing, and business.

Philosophy of Community Control. An analysis of the contemporary issues involved in the need for the decentralization of schools, police and local governmental agencies in multi-ethnic urban communities.

Doctrines of the Third World. An investigation of the ideologies and nationalistic bonds of the oppressed Black and colored peoples of the world.

Introduction to Afro-American History. A survey of Black contribution to American cultural and political life.

The Economic Structure of the Black Community. An analysis of past and contemporary modes of Black entreprenuership and its effects in the Black community.

Psychology of Black Identity. Psychodynamic analysis of the formation of the Black self-concept and processes of identification as related to the Black experience.

Black Literature. A survey course on Black authors, their works, and their relationship to Black thought and culture.

Musical Tradition Among Afro-Americans. The underlying concepts behind forms of Afro-American expression. Study of musical heritage, North and South America; blues as celebration and protest.

Black Art. Studies in Black religious and social art and the effects on white and Black culture in America; contemporary African and Afro-American art.

Teachers in this program should have as their primary responsibility the task of meeting the needs of the Black community. This means subordinating their traditional responsibility to college bureaucrats and any commitment to their professional aggrandizement, if it is at the expense of Black people. In addition, they must possess a revolutionary perspective around which they organize the course structure and content. The classes should be run on participatory-democracy principles, where professor and students are equals and in a meaningful dialogue leading to their mutual liberation.

The graduates of this program would be well-trained, both in their knowledge of world history and the role of Blacks in the historical process. A Black Nationalist Studies graduate would not have a philistine view of world society but rather an integrated view of the world as it is presently constituted and how it relates to the oppressed condition of Black people, not only in America but throughout the world.

They would be committed to helping speed up the day of Black liberation--not solely to pursuing a profit or becoming a part of the racist social structure of America.

Black Nationalist Studies is not just another appendage to the academic structure. It would function as a training ground for the Black leaders of tomorrow, men of vision and commitment, equipped with the intellectual skills that would not only return their cultural heritage to America's dispossessed Blacks, but lead them into the land of freedom as well.

NATIONAL ACADEMIC OUTLOOK ON BLACK STUDIES

Dr. William M. Harris
Coordinator of Black Studies Center
Portland State University

The question of what constitutes an appropriate education for Blacks in America has been an issue for three and one-half centuries. The importance of that issue is more important than ever in 1975. It is worthwhile to capsulize the history of Black education in America.

The assertion that Blacks are faced with continuing need for improved educational quality can be substantiated in a brief description of the Black business community.

It is against this backdrop that Black Studies education for Black Americans must come center stage. This paper posits Black Studies as a major contributor to meeting the challenge to urban and rural education of Blacks for the next quarter century. Rationale and implementation formats are discussed that support the Black Studies concept in education. Finally, several projections of likely trends for Black Studies are offered.

Critics of Black Studies programs have argued: (1) the educational disadvantages of Black isolation; (2) the self-defeating nature of the lower standards of these courses; (3) the self-delusions involved in the content of such programs and in their related political activities; and (4) the need for alternate courses as a means of acquiring the skills necessary to better the students' own condition and that of Black people in general. These criticisms assume an inferior academic delivery system in Black Studies. The system, Black Studies, is described as being unable to provide the skills and information necessary for Black nation-building and separate survival from white control and influence.

Believing Black Studies to be the educational instrument best suited to bring about social change, Hare cites three basic premises of Black Studies:

(1) That there can be no equality of education in a racist society;

(2) That the type of education conceived and perpetrated by whites is essentially for oppression; and

(3) That Black education must be for liberation, or at least for change.

Other rationale support the need for Black Studies. In summary they include: (1) the cultural differences of Blacks and whites due to vastly different lifestyles; (2) white institutional neglect and racism to the education of Blacks; (3) historical omission and bias of Black experiences by white scholars; (4) the need for scholarly research and teaching of the Black experience by Blacks; and (5) the need to provide background and experience to Blacks for later careers.

The Black Studies with which this presentation is concerned evolved within the past five-seven years. Black (and white) student demand, supported by community elements, inspired the establishment of Black Studies programs in predominately white universities, and some Black universities, around the nation. The success and failure of these programs have varied. The common thread of successful programs, in some instances measured by their survival, is that of having structure in faculty and curriculum.

Currently two (2) basic types of programs exist administratively within universities. One finds the Black Studies program as a coordinating unit such as that at the University of Washington in Seattle.

The program works with existing academic departments to have courses offered that relate to the Black experience. Also, an effort is made to influence the hiring of Blacks and other faculty qualified to teach in this area. Final decision-making authority rests with each academic department as to courses and faculty to be permitted to be involved in Black Studies offerings.

The other administrative form of Black Studies programs finds the units as separate academic departments situated in one of the schools or under a "special program" dean of a university. Such programs exist at Portland State University, Ohio State University, and Washington State University. These programs have responsibility to hire faculty and structure course offerings under the direction of a department head. These programs are designed to operate administratively similarly to traditionally white studies programs.

This presentation proposes a curriculum composed of four basic areas regardless of administrative structure. Of course Black Studies must relate to academic interests of research, teaching, and publishing. Following is a discussion of desirable or appropriate elements to be included in a curriculum. The Curriculum Matrix diagram shows the five major areas of content for a Black Studies curriculum along with the minimum kinds of elements to be included in each content area. Certainly the representation is incomplete; no summary can do complete justice to all desirable areas of study.

Also, every Black Studies program need not necessarily offer all the units shown in the curriculum matrix. Where several universities having Black Studies programs are in close proximity, areas of specialization may be carved out by each department. The availability of

CURRICULUM MATRIX

CONTENT AREA	ELEMENTS OF COVERAGE
Politics and Economics	Urban City Politics, Housing, Black Businesses, Family, Financial Institutions
Community Development	Education, Planning, Program Implementation
History	African, Urban Ghetto, Rural Black, Constitutional, Criminal Justice
Science and Engineering	Health, African Perceptions, Architectual Design, Natural Sciences, Meta-Physical
Fine Arts	Music, Poetry, Literature, Art and Sculpture, Drama, Communications

resources such as faculty, students, library, funds, and community support may limit the amount of offerings by any one Black Studies department. Ideally, however, this presentation opts for inclusion of these items in a Black Studies curriculum.

It's possible to discuss several of the salient factors upon which the long-term survival and success of Black Studies programs hinge. Identified are four factors whose measure may be excellent indicators of the future promise of Black Studies programs. The four factors are: (1) student enrollment; (2) manpower resources; (3) financial support; and (4) program adaptability.

Adaptations in faculty are also warranted. Maximum effort must be exerted to include only well-qualified individuals based upon teachings and research skills and abilities. However, Black Studies programs will always have the responsibility of fairness and equality of opportunity. Degrees must not be the only measure of quality. Women must be fairly represented and actively sought for participation, for example. The day of the "rap" must be replaced out of necessity by functional, rigorous courses that will make graduates of Black Studies programs equally educated and competitive with cohorts of white studies programs.

Generally, Black Studies programs are becoming increasingly healthy in relationship to sophistication of faculty and curriculum. This is consistent with expectations as programs mature. However, they remain in real danger of dismantlement from forces beyond the programs' control such as institutional white racism and loss of financial support. The future of Black Studies is almost certain to be determined in the next decade.

EXCERPTS FROM ADDRESS DELIVERED BY
Charles E. Mosley

Dr. Charles E. Mosley
Chairman-Division of Cultural Studies
Chicago State University

Black Studies programs will survive and be more meaningful if they are academically rigorous, vocationally relevant and socially useful (Adams, U.S. News Report). However, Black Studies supporters must be in the process of establishing priorities for the 1980's. One educator stated recently in the Chronicle of Higher Education that colleges and universities are approaching a most serious and convincing bankruptcy:

Financial Bankruptcy
Educational Bankruptcy
Ideological Bankruptcy
Philosophical Bankruptcy
Psychological Bankruptcy

Under these conditions, minorities (Blacks, Latinos, Native Americans) and ethnic programs will suffer most.

After several years of so-called Affirmative Action in higher education, another article in the Chronicle of Higher Education reported research which showed that white males are still in power, and minorities and women are getting further and further behind in employment opportunities and find themselves powerless.

Black Studies like other studies, studies man. The original reason for identifying Black Studies as an area needing concentration was to incorporate and recognize contributions the Black Experience has had on civilization. This process of inclusion was to take five years, whereupon completion, the curriculum, philosophy, teaching materials, and intent

would reflect this acculturation in all areas of academia. When minorities and women can accomplish full participation, we won't need Chicano Studies, Black Studies, Women Studies, Native American Studies . . . . we will just need studies.

Ernest Van Der Hag in his "Black Cop Out" stated that Black Studies were conceived in error, born in haste, fostered by guilt, and dedicated to an unworkable proposition. There are others who make the same or similar charges.

The answer to that charge can be found in a recent nationwide United Press International poll which shows that enrollments are holding steady in Black Studies, faculties are being strengthened, and funding at most colleges and universities across the country are being continued, although it has been cut at some institutions. Black Studies, the pioneer in ethnic studies, is offered even in some deep south universities, and courses in Chicano, Native American, Asian-American, even Judaic Studies are offered at many colleges as well.

In his well-documented book, Black Studies: Threat or Challenge, Dr. Nick Aaron Ford estimates that 220 higher education institutions offer Black Studies programs, and at least 500 other institutions offer courses. In terms of trends, Dr. Ford states that the number of courses offered is increasing and the number of organized programs is remaining stable, with some institutions discontinuing programs, balanced by other institutions starting programs. Dr. Ford does not find a trend toward ethnic studies replacing Black Studies as some other researchers have noted. Increased need for Black Studies as a separate major can be expected because of the requirements for teachers for elementary

and secondary Black Studies programs. Dr. Ford predicts elementary and secondary programs will emphasize a multi-ethnic curriculum with higher education providing separate eth[illegible] programs.

The problem is that of integration! Some authorities believe that integration has been most destructive for Black Studies, (and for Black people for that matter) and that integration will be used to hold Blacks back (Hare) in the second half of the 20th century just as segregation was so instituted for the first half. I agree that we must certainly practice peaceful coexistence among the races, but we may need to ask whites what they mean by coexistence and integration because in the past, while Blacks and other "recognizable" minorities (excluding Polish, Armenian Jews) practiced ethical integration, white were practicing unethical subjugation.

In his book, The Destruction of Black Civilization, Chancellor Williams sneaks up on the unsuspecting reader with a detailed format on how to avoid the future destruction of the Black race. This book calls for a "new day" and contributes to the developing idea of an Afro-Centric point of view which signals that Blacks must become the masters of their own house. This view gives us a way of seeing the universe an African and pulls away much of the darkness and awakens us from the European sleeping sickness. Williams charges that white men, who are still masters of the world, are not about to yield. They still own and control the wealth of North America and Africa, directly and indirectly, and from this wealth along with that from other areas of the world, whites have developed technologies and a world commerce that assures them of continued white supremacy.

Williams further states that it is not solely the white man outside but "the white man inside the Black man" that has prompted a ritualized animosity and hatred of anything all Black and has been a significant contribution to our past, present, and possibly our future destruction as a people. The implication is that "one can write proposals which is ever so revolutionary, but if Uncle Toms are hired to execute and teach them, they cannot teach anything but Tomism to save their hides."

We of the Pacific Northwest propose to bring:

New Revenues (private funding)
New Ideas
A New Educational Process
New Philosophy
New Urban and Scientific Approaches
New Psychology
A New Strategy for Now
There is going to be a Renaissance in the Pacific Northwest:
A Rebirth. A Restoration of Black Thought, Originality and Creativity

COURSE OUTLINES AND BIBLIOGRAPHY

The Washington State University Black Studies staff focused their attention on disseminating specific information on course content and structure.

Included herein are selected syllabi and bibliographies developed by the workshop staff. Twelve key areas of the black experience were chosen.

Course Outline

AFRICAN HISTORY AND CULTURE

The Revolutionary Years - 1815 - to - Independence

The magnitude and diversity of the African experience precludes a perusal in one semester or even a school year. Hence, any course should focus on a particular period or aspect of that experience for due justice.

This course outline addresses itself (as the title indicates) to the eighteenth, nineteenth, and early twentieth centuries of African history and culture. Aside from this general concern, its specific focus is on African domestic development and interaction with the outside world - and how external influences (i.e., slave trade, world economics, politics and diplomacy) helped to shape and determine the African experience.

Attached to this outline is an extended bibliography which will aid the layman and student of African history and culture in further study.

Texts:

Boahen, A. A. Topics in West African History.

Anene, Joseph C. and Godfrey N. Brown. Africa in the Nineteenth and Twentieth Centuries.

Crowder, Michael. West Africa Under Colonial Rule.

Webster, J. B. History of West Africa.

Summary Outline:

Note: General topics are herein listed. Specific reading assignments correspond with chapter and subject headings in the required texts. When necessary, the instructor will specify readings.

I. Introduction
   A. Background
   B. Africa and the World
   C. African Development and World Diplomacy

II. States of the Western Sudan in the Nineteenth Century
   A. The Jihad of Uthman dan Fodio
   B. Establishment of the Sototo Caliphate

III. The Islamic Revolutions in Macina and the Bambora States
   A. The Theocratic State of Macina
   B. Al-Hajj Umar before the Jihad

IV. Revival and Decline in Bornu
   A. Political Organizations
   B. The Jihad in Bornu
   C. External Factors in the Decline of Bornu

V. The Mandinka Empire of Samori Toure, 1870-98
   A. The Mandinka and the Rise of Samori
   B. Samori's Political Organization and Diplomacy
   C. The Second Mandinka Empire, 1894-98

VI. The Suppression of the Slave Trade
   A. Slavery and Society
   B. The Atlantic Slave Trade
   C. Resistance to Suppression

VII. Coastal Kingdoms in the Nineteenth Century
   A. Collapse of the Oyo Empire and Yoruba Civil Strife
   B. Dahomey - a Centralized and Planned Economy
   C. The Asante Empire in the Nineteenth Century
   D. Sierra Leone (1787-1914), Mother of British West Africa
   E. Liberia, 1822-1914
   F. Iboland - a Segmentary Political System

VIII. Africa and Europe, 1800-1900
   A. City States of the Niger Delta
   B. Social Revolution and Collapse

IX. The Fall of Southern Ghana
   A. The Fonte Confederation
   B. The Establishment of British Rule

X. Partition: A Forcible Possession of Our Land Has Taken the Place of a Forcible Possession of Our Persons
   A. The European Balance of Power

X. Partition(cont.)
   B. Economic Imperialism
   C. Racism and Nationalism
   D. The Pattern of the Partition
   E. The Views of Educated Africans

XI. Collapse of Independence
   A. Wars of Independence in the Ivory Coast
   B. The Harris Movement, 1914-16

XII. Response and Resistance to Foreign Rule
   A. West Africans and Indirect Rule
   B. British and African Aims and Assumptions
   C. African Reaction to the French Policy of Assimilation
   D. The Colonial Economy
   E. Efforts to Reform Colonialism

XIII. Return to Independence
   A. Modern Nationalism
   B. The Convention Peoples Party, 1949
   C. The National Council of Nigeria and the Cameroons, 1944

XIV. Problems and Prospects of Modern West Africa
   A. Modernization/Westernization
   B. Neo-Colonialism
   C. Industrial Development

African History and Culture - A Bibliography

(An asterisk beside any entry means that a paperback edition is available)

Part One

Abun-Nasr, Jamil M., The Tijaniyya, a Sufi Order in the Modern World, Oxford University Press, 1965

*Ajayi, J. F. Ade., "The Fulani Jihad", In Milestones in Nigerian History, International Publications Services, 1962

Anene, Joseph C., "Slavery and the Slavery Trade", Africa in the Nineteenth and Twentieth Centuries, edited by Joseph C. Anene and Godfrey N. Brown, Humanities Press, 1968

Boohen, A. A., Britian, the Sahara and the Western Sudan, Oxford University Press, 1964

_____, "The Caravan Trade in the Nineteenth Century", Journal of African History, 1962

*_____, Topics in West African History, Humanities Press, 1966

Bovill, Edward W., The Golden Trade of the Moors, Oxford University Press. 1958

Coupland, Reginald, The British Anti-Slavery Movement, Barnes and Noble, 1964

Crowder, Michael, A Short History of Nigeria, Revised Edition, Praeger, 1966

_____ and Smith, Robert, Yoruba Warfare in the Nineteenth Century, Cambridge University Press, 1969

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Awe, B., "The Ajele System: Ibadan Imperialism", Journal of the Historical Society of Nigeria III, No. I, 1964

Biobaku, Saburi O., The Egba and their Neighbors, Oxford University Press, 1957

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Cox-George, N. A., Finance and Development in West Africa: The Sierra Leone Experience, Humanities Press, 1961

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Fyre, Christopher, A Short History of Sierra Leone, Humanities Press, 1962

Horgreaves, J. D., Preludes to the Partition of West Africa, St. Martins Press, 1963

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Lynch, Hollis R., Edward Wilmot Blyden: Pan-Negro Patriot 1832-1932, Oxford University Press, 1967

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*Mercier, P., "The Fon of Dahomey", African Worlds, edited by Daryll Forde, Oxford University Press, 1964

Newbury, Calvin W., The Western Slave Coast and its Rulers, Oxford University Press, 1961

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Ajayi, J. F. Ade, "Yoruba Warriors in Politics", Tarikh, No. I, 1965

Coombs, Douglas, The Gold Coast Britain and the Netherlands, 1850-74, Oxford University Press, 1963

Flint, J. E., "Chartered Companies and the Scramble for Africa", Africa in the Nineteenth and Twentieth Centuries, edited by Joseph C. Anene and Godfrey N. Brown, Humanities Press, 1965

_____, "The Growth of European Influence in West Africa in the Nineteenth Century", A Thousand Years of West African History, edited by J. F. Ade Ajayi and Ian Espie, Humanities Press, 1965

Tamuno. T., "Some Aspects of Nigerian Reaction to the Imposition of British Rule", Journal of the Historical Society of Nigeria III, No. 2, 1965

*Ward, William E., Short History of Ghana, Humanities Press, 1966

Part Three

Agbodeka, F., "The Fonte Confederacy", Transactions of the Historical Society of Ghana, No. 3, 1964

Ajayi, J. F. Ade, Christian Missions in Nigeria, 1841-1891, Northwestern University Press, 1965

Ayandele, E. A., "External Influence on African Society", Africa in the Nineteenth and Twentieth Centuries, edited by Joseph C. Anene and Godfrey N. Brown, Humanities Press, 1966

_____, West Africa Under Colonial Rule, Northwestern University Press

*Curtin, Philip D., ed., Africa Remembered: Narratives by West Africans from the Eras of the Slave Trade, University of Wisconsin Press, 1968

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Hallam, W., "Rabeh: Tyrant of Bornu", Nigerian Magazine, No. 86, 1965

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Henwick, J. O., "The Nineteenth Century Jihads", A Thousand Years of West African History, edited by J. F. Ade Ajayi and Ian Espie, Humanities Press, 1965

Konya-Forstner, A. S., Conquest of the Western Sudan, Cambridge University Press, 1969

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*Kup, Peter A., A History of Sierra Leone, Cambridge University Press, 1964

Lagassick, Martin, "Firearms, Horses, and Samorian Army Organizations, 1870-98", Journal of African History VIII, No. I, 1966

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*Trimingham, J. Spencer, History of Islam in West Africa, Oxford University Press, 1962

*Williams, Eric C., Capitalism and Slavery, Putnam, 1966

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Bourret, F. M., Ghana: The Road to Independence, 1919-1957, Revised Ed., Stanford University Press, 1960

Coleman, James S., Nigeria: Background to Nationalism, University of California Press, 1958

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Gailey, Harry A., History of the Gambia, Praeger, 1965

Geiss, Imanuel, "The Development of Pan-Africanism", Journal of the Historical Society of Nigeria, No. 3, 1967

Hatch, John, The History of Britain in Africa: From the Fifteenth Century to the Present, Praeger, 1969

*Hodgkin, Thomas, Nationalism in Colonial Africa, New York University Press, 1957

*Hooker, James R., Black Revolutionary: George Padmone's Past from Communism to Pan-Africanism, Praeger, 1967

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Kimble, David, Political History of Ghana: The Rise of Gold Coast Nationalism, 1850-1923, Oxford University Press, 1963

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Meek, Charles K., Law and Authority in a Nigerian Tribe: A Study in Indirect Rule, Barnes & Noble, 1968

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Cervenka, Zdenek, The Organization of African Unity and its Charter, Praeger, 1968

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Lloyd, P. C., Africa in Social Change, Rev. Ed., Praeger, 1969

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Boxer, Charles R., Race Relations in the Portuguese Colonial Empire, 1415-1825, 1963

*Collins, Robert D., ed., Problems in African History, 1968

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_____, Histoire de l'Afrique Tome II: L'Afrique Precoloniale: du Tovenant du XVIe au Tournant du XXe Siecle, 1966

*Curtin, Philip D., The Image of Africa: British Ideas and Action, 1780-1850, 1964

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*DuBois, W. E. Burghardt, The World and Africa: An Inquiry into the Part Which Africa Has Played in World History, 1946, repr. 1965

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Background Books

*Bohannan, Paul, Africa and Africans, 1964

*Fordham, Paul, The Geography of African Affairs, 1965

Gautier, E. F., Sahara, the Great Desert, 1935

Fortes, M. and Evans-Pritchard, E. E., African Political Systems, 1940

Frowlich, J. C., Les Musulmans d'Afrique Noire, 1962

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Baumann, H. and Westermann, D., Les Peoples et les Civilisations de l'Afrique, 1957

Fage, John D., An Atlas of African History, 1958

McCall, Daniel F., Africa in Time Perspectives, 1964

Murdock, George P., Africa: Its Peoples and Their Culture History, 1959

Vansina, Jan, Oral Traditions: A Study in Historical Methodology, 1965

Course Outline

BLACK HISTORY BEFORE THE CIVIL WAR

This aspect of the Pacific Northwest Black Studies Summer Workshop is a cursory examination and analysis of the experience of persons of African descent from the African beginnings to 1877. The lecturer has selected the continent of Africa as the initial topic of discussion to establish an historical base and to dispel the myth that Black Americans had no heritage prior to the advent of Blacks to North America in 1619. Conversely, the year 1877 was opted as the terminal point, for it marked the end of the Reconstruction period in the United States. Other major topics of this period will include Defining and Clarifying the Descriptions of Black Americans; The Modern Slave Era; Slavery in America, 1619-1865; and Black Reconstruction, 1867-1877. In addition, a question and answer period will take place at the end of the lecture to get various viewpoints from the participants. The purpose of the lecture is twofold: (1) to eradicate and to rectify the misconceptions concerning the Black Experience and (2) to introduce participants to a representative amount of literature of the field. Therefore, the following materials and sources will prove helpful in mastering course content on the Black Experience prior to 1877.

Black Studies 310: Afro-American History I - 1619 - 1865

Purpose:

In this course we'll seek the roots and meaning(s) of the African

American experience by probing several aspects of this experience during the years 1619-1865. Topics of inquiry have been chosen with an eye to chronological and methological diversity as well as to the availability of the reading materials.

Requirements:

In addition to the required readings listed below, each student will sit two major examinations (mid-term and final), will have a maximum of two quizzes - which will be announced one week ahead of schedule, and will prepare for submission, no later than January 19, 1976, a research paper relating to the black experience during the years of inquiry. Any research prepared without prior consultation and agreement of the instructor will be done at the student's risk.

Most of the required readings will be on Library Reserve and mimeographed sheets prepared by the instructor, but all students in the course are required to purchase, borrow or otherwise obtain the following titles:

Franklin, John H. From Slavery to Freedom, 4th ed.

Jordan, Winthrop. White Over Black, Attitudes Towards the Negro: 1550-1812.

Meier, August. The Making of Black America, Vol. I.

At the end of the semester, I would like from each of you a list of your readings during the semester with brief commentary on each book or article. Please limit your commentary to one paragraph per title. Do not include reading done for your research but do include all other pertinent readings whether from the required or suggested list or from works not included in this syllabus. The annotations can be summaries, critical comments, or introspective responses; the main point is to have an intel-

lectual reaction to each piece you have read.

Preparing these brief annotations should help you to sharpen your own thinking about the materials you have encountered this semester and to view each reading from the perspective of the entire semester's work. The lists will help me to judge the quality and quantity of your reading and to improve assignments for future editions of this course.

A Note on Grading Procedure:

Mid-Term	25%
Final	25%
Research	30%
Quizzes	20%

Reading Assignments:

Background

I. Racial Thought - The source of racial thought in America. Was racism transferred from the European continent or did it grow out of the institutional structure of colonial society?
Jordan, White Over Black, chps. 4 and 6
Ruchames, "Sources of Racial Thought"
Degler, "Slavery and Genesis" in Meier

II. Institutionalization and Development of Slavery - Origins of slavery in American colonies and South of the Border (Latin Am.). Economic necessity? Moral and religious justification. Comparative analysis: American Colonial vs. Latin Model. Further development during the 17th and 18th centuries.
Franklin, From Slavery, chps. 5, 6, 7, 8, 9
Jordan, White Over Black, chps. 2 and 5
Davis, Problems of Slavery, chp. 8
Tannenbaum, Slave and Citizen

III. Black and American Democratic Ethos - The Revolutionary Era
Benjamin Quarles, The Negro in the American Revolution
Jordan, White Over Black, chps. 7 and 15 (would suggest also 12, 13, 14)
Franklin, From Slavery, chps. 10 and 11

Reading Assignments (cont.):

ANTE-BELLUM PERIOD

Slavery

IV. The Institution - Physical structure and mechanics. Day to day life and operation of plantation economy.
Stampp, Peculiar Institution, chps. 2, 4, 7 (also read Introduction)
Franklin, From Slavery, chp. 13
Moore, "Slave Law and Social Structure" in Meier
Fogel, Time on the Cross: The Economics of American Slavery, Intro-passim

V. Variations
Wade, Slavery in the Cities
Starobin, Industrial Slavery

VI. Attitudes, etc.
Osofsky, Puttin' on Ole Massa, Introduction, passim
Elkins, Slavery
Stampp, Peculiar Institution, chp. 3
Bettle, "Social Attitudes" in Meier
Bauer, "Day to Day Resistance", JNH (Oct. 1942)

Free Black Community

VII. Social and Community Structure
Meier, Making of Black America, pp. 201-338 (pt. III) (note appropriate titles)

VIII. Economics, Social and Political Thought
Lynch, "Pan-Negro Nationalism in the New World" in Meier
Bell, "National Negro Conventions of the Middle 1840's"
Franklin, The Free Negro in North Carolina

The Black Image in the White Mind

IX. White America Looks at Slavery
Eric Mekitrick, Slavery Defended: The Views of the Old South
John L. Thomas, Slavery Attacked: The Abolitionist Crusade

X. The Setting
Lorman Ratner, Powder Keg: Northern Opposition to the Anti-Slavery Movement
John H. Franklin, The Militant South
Leon Litnack, North of Slavery

XI. Politics and Race
William H. Freehling, Prelude to Civil War: The Nullification Controversy in South Carolina, chps. 4, 5, 6, 7, 8
Eric Fomer, Free Soil, Free Labor, Free Men

Civil War

XII. Blacks and the War
James M. McPherson, The Negro's Civil War

XIII. From Slavery to Freedom
Willie Rose, Rehearsal for Reconstruction

XIV. Selected Topics

Selected Bibliography:

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Adams, Nehemiah. A South-Side View of Slavery. A. Morris, 1855.

Ajayi, J. F. History of West Africa. Vintage, 1971.

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Bontemps, Arna W. Great Slave Narratives. Beacon Press, 1969.

Boyer, Richard O. The Legend of John Brown. Knopf, 1973.

Brooks, Lester. Great Civilizations of Ancient Africa. Four Winds Press, 1971.

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Clarke, John H. William Styron's Nat Turner. Beacon Press, 1968.

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Douglass, Frederick. Narrative of the Life of Frederick Douglass. Joseph Baker, 1846.

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Greene, Lorenzo J. The Negro in Colonial New England. Columbia University Press, 1942.

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Murphy, E. History of African Civilization. Crowell, 1972.

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Osofsky, Gilbert, ed. Puttin' On Ole Massa: Slave Narratives. Harper & Row, 1969.

Phillips, Ulrich B. American Negro Slavery. P. Smith, 1968.

_____. Life and Labor in the Old South. Little & Brown, 1957.

Rodney, Walter. West Africa and the Atlantic Slave Trade. East African Publishing House, 1967.

Rogers, Joel A. World Great Men of Color. 2 Vol. J. A. Rogers, 1946.

Tannenbaum, Frank. Slave and Citizen. A. A. Knopf, 1946.

Taylor, J. G. Negro Slavery in Louisiana. Negro University Press, 1969.

Tillinghast, Joseph A. The Negro in Africa and America. Negro University Press, 1968.

Tompkins, Peter. Secrets of the Great Pyramids. Harper & Row, 1971.

Course Outline

BLACK HISTORY AFTER THE CIVIL WAR

If the majority of Black Americans of Antebellum America experienced physical incarceration, the Black Americans of the post-Reconstruction Period experienced mental enslavement. This part of the Pacific Northwest Black Studies Summer Workshop gives a brief examination and analysis of the experiences of Afro-Americans from 1877 to July, 1975. The year 1877 was selected as the provenience point for it symbolizes the end of the Reconstruction Period in America. On the other hand, July 1975 is the terminal point, so that the lecture may be as contemporary as possible. Other major topics of this period are: The Nadir of Black Life in America, 1877-1920; The Black Soldier, 1898-1973; A Black Fraternal Ideal; and The Civil Right Era, 1905-1975. In addition, a question and answer period will take place at the end of the lecture to gain further insight from the participants. The purpose of the lecture is twofold: (1) to eradicate and to rectify the myths concerning the Black Experience and (2) to introduce participants to a representative amount of the literature of the field. Therefore, the following materials and sources will prove helpful in mastering course content on the Black Experience after Reconstruction.

Schedule of Discussions and Readings:

I. Introduction and Background - Lecture

II. Background to Reconstruction - The Political Legacy - Lecture

III. Reconstruction: An analysis of the black experience during Reconstruction. Long range implications for black folk.

Brock. W. R. "The Waning of Radicalism" in Stampp/Litack.
DuBois, W. E. B. "The Propaganda of History" in DuBois.
_____ "Black Reconstruction" in Stampp/Litack.
Franklin, J. H. Chp. 17.
Friedman, Lawrence J. The White Savage. "Gone are the Days" (Chp. 1); "Nigger Here, Nigger There" (Chp. 2).
Wharton, Vernon L. "The Race Issue in the Overthrow of Reconstruction in Mississippi" in Meier.

IV. Post Reconstruction: A brief look at immediate response (white) to Reconstruction.

Edwards, Thomas J. "The Tenant System and Some Change Since Emancipation" in Meier.
Fishel, Leslie H. "The Negro in Northern Politics" in Meier.
Friedman, L. J. "Black Masks, White Fears" (Chp. 7); "A Nation of Savages" (Chp. 8).
Nash, Gary B. and Richard Weiss, eds. The Great Fear.
Boskin, Joseph. "Sambo: The National Jester in the Popular Culture".
Weiss, Richard. "Racism in the Era of Industrialism".
Shapiro, Herbert. "The Populists and the Negro: A Reconsideration" in Meier.

V. Black Political and Social Thought, 1870-1915: An analysis of the nature, sources, and relevance of the strands of black thought during period. Varying trends analyzed with reference to content, relevance to needs of black masses.

Blyden, Edward W. "The Call of Providence to the Descendants of Africa in America" in Brotz.
Crummel, Alexander. "The Race Problem in America" in Brotz.
Douglass, Frederick. "The Future of the Negro" and "The Future of the Colored Race" in Brotz.
Meier, A. "Toward a Reinterpretation of Booker T. Washington" in Meier.
Miller, Kelly. "Washington's Policy" in Meier.
Washington, Booker T. "Address Delivered at Hampton Institute" and "Atlanta Exposition" in Brotz.

VI. Blacks and the Courts: A look at American jurisprudence (late 19th century) and major decisions affecting blacks.

Bardolph, Richard. The Civil Rights Record. Part I, sections 9, 10, 11, 12; Part III, sections 4, 5, 6, 7.
Franklin, J. H. "History of Racial Segregation in the United States" in Meier.
Logan, Rayford. Betrayal. Chp. 6.

VII. Black Dreams and Free Homes: Westward exodus. Political, social and economic motivations.

Fleming, Walter. "Pap Singleton: The Moses of the Colored Exodus", American Journal of Sociology 15(1909).

Higgins, Billy D. "Negro Thought and the Exodus of 1879", Phylon 32(1971).

Hill, Moses C. "The All Negro Communities of Oklahoma: The Natural History of a Social Movement", Journal of Negro History 31(1946)

Roberson, Jere W. "Edward P. McCabe and the Langston Experiment", Chronicles of Oklahoma 51(1973).

Schwendemann, Glen. "St. Louis and the Exdusters of 1879". Journal of Negro History 46(1961).

Van Deusen, John. "The Exodus of 1879", Journal of Negro History 21(1936).

VIII. Turn of Century: Mass migration (northeast & north central), the developing urban ghetto, urban riots.

Crow, Charles. "Racial Massacre in Atlanta, September 22, 1906", Journal of Negro History 54(April 1969).

Franklin, J. H. Chp. 13.

Johnson, Charles S. "How Much is the Migration a Flight From Persecution" in Meier.

Logan, Rayford. Betrayal. Chp. 5.

Osofsky, Gilbert. Harlem: Making of a Ghetto. Passim.

Rudwick, Elliott M. Race Riot, 1917: At East St. Louis, July 2.

Weaver, Robert C. "The Negro Ghetto" in Meier.

IX. Black Political, Economic and Social Thought, 1900-1945: Developing structure and content of civil rights protest. Foundation for modern day civil rights movement.

Cripps, Thomas R. "The Reaction of the Negro to the Motion Picture: Birth of a Nation" in Meier.

DuBois, W. E. B. "A Nation Within a Nation" in Foner.

_____ "The Negro and Imperialism" in Foner.

_____ "The Pan-African Movement" in Foner.

_____ The Souls of Black Folk.

Factor, Robert I. Black Response. Chps. 22, 23, 25, 26.

Garvey, Amy Jaques. Philosophy and Opinions of Marcus Garvey.

Rudwick, Elliott. "The Niagara Movement" in Meier.

X. Civil Rights Movement

Franklin, J. H. Chps. 27, 31.

King, Martin L. Why We Can't Wait.

Lewis, David L. King: A Critical Biography.

Woodward, C. Vann. "What Happened to the Civil Rights Movement", Burden of Southern History.

XI. Beyond Civil Rights

Lester, Julius. Look Out Whitey: Black Power's Gon' Get Your Mama.
Malcolm X. Autobiography.
Seal, Bobby. Seize the Time.

Selected Bibliography:

Aptheker, Herbert. A Documentary History of the Negro People in the United States: 1910-1932. Citadel, 1973.

Bennett, Lerone. Black Power U. S. A. 1867-1877. Johnson Publishing Co., 1967.

Coulter, Robert. The Negro in Reconstruction. Prentice-Hall, 1969.

DuBois, W. E. B. The Negro. Oxford University Press, 1970.

Ducas, George, ed. Great Documents in Black American History. Praeger, 1970.

Franklin, J. H. The Negro in Twentieth Century America. Vintage, 1967.

_____. Reconstruction: After the Civil War. University of Chicago, 1961.

Friedman, Lawrence J. The White Savage: Racial Fantasies in the Post-Bellum South. Prentice-Hall, 1970.

Hyman, Harold M. New Frontiers of the American Reconstruction. University of Illnois Press, 1966.

McQuilkin, Frank. Think Black. Macmillan, 1970.

Meier, August, ed. Negro Thought in America: 1880-1915. University of Michigan Press, 1969.

_____. The Making of Black America. Antheneum, 1969.

Meltzer, Milton. A Pictorial History of the Negro in America. Crown, 1963.

Mezu, S. O., ed. Black Leaders of the Centuries. Academy Press, 1970.

Miller, Kelly. Out of the House of Bondage. Arno Press, 1969.

Muse, Benjamin. The American Negro Revolution 1963-1967. Indiana University Press, 1968.

Selected Bibliography (cont.):

Newton, Huey P. To Die for the People. Random House, 1972.

_____. Revolutionary Suicide. Harcourt, 1973.

Peirce, Paul S. The Freedman's Bureau. Scholarly Press, 1970.

Rose, Arnold M. The Negro in America. Harper, 1948.

Thorpe, Earl E. Black Historians. Morrow, 1971.

Tindall, George B. South Carolina Negroes: 1877-1900. LA State University Press, 1966.

Towmbly, Robert C. Blacks in White America Since 1865. McKay, 1971.

Course Outline

THE POLITICS OF BLACK AMERICA

Objectives:

This course will survey the political development of the Black population in the post-bellum United States from 1875 to 1975. The political dynamics of Black Reconstruction, the Great Migration, the Civil Rights Struggle, Black Power, Urban Rebellion, and National Reconstruction will be explored. The texts for this course will be Milton D. Morris' The Politics of Black America and Robert Allen's Black Awakening in Capitalist America.

Summary Outline:

I. Brief Historical Overview of Liberation Struggle

- A. Slavery
- B. Reconstruction Politics 1870's
- C. Free Blacks and Politics
- D. Black Historical Political Figures
- E. Hayes-Tilden Compromise

II. Black Migration and Politics

- A. Comparison of White Immigrant and Black Political Experience in the Cities: Functions of Political Machines
- B. Black Politics in the South
- C. Black Protest Organizations
- D. Black Political Issues

III. The Civil Rights Struggle

- A. 1950's
- B. 1960's

IV. Black Protest Politics

- A. Black Power - Malcolm X, Cleaver, Carmichael
- B. Black Student Movement
- C. The Panthers as a Political Apparatus
- D. Separatism
- E. Pan-Africanism

Summary Outline (cont.):

V. Black Political Cohesion

A. Black Majorities
B. White Flight
C. Black Political Strategies: Ghetto Development or Ghetto Dispersal

VI. The Presidency and Blacks Historically and Contemporary: From Washington to Nixon

VII. Watergate and Future of Black Politics

A. Black Political Mobilization
B. Black Elected Officials
C. Structure ("System") of U. S. Black Aspirations

Topic Areas to be Analyzed and Discussed in this Course:

1. What is the focus of the academic idea that has recently developed with the emergence of Black Studies?

2. What is Black politics? (definitions)

3. Should in-system politics be perceived as the only form of Black political activity or should so-called illegal activities historically be considered as normal patterns of Black politics or Black political activity?

4. Analysis of Black political figures: Martin Luther King, Jr., Malcolm X, Booker T. Washington, W. E. B. DuBois.

5. Analysis of Black political organization historically and contemporary: Panthers, NAACP, CORE, Nation of Islam, etc.

6. Black's relationship to capitalism in America.

7. Analysis of competing Black political ideologies: separatism, nationalism, integrationism, communism, Pan-Africanism.

8. Black voting patterns in the North and South.

9. Analysis of the policy of Federalism as it has effected Black rights in racist and non-racist states.

10. Relationships of Blacks during the 60's with other Third World nations and our historical relationship to Pan-Africanism.

Selected Bibliography:

Aberbach, Joel D. and J. L. Walker. Race in the City. Little, Brown, 1973.

Alkin, Charles. The Negro Votes. Chandler Publishing Co., 1962.

Bailey, Hugh C. Liberalism in the New South. University of Miami Press, 1969.

Barbour, Floyd B., ed. The Black Power Revolt. P. Sargent, 1968.

Bardolph, Richard. The Negro Vanguard. Vintar, 1959.

Bayley, David H. and H. Mendelsohn. Minorities and the Police. Free Press, 1969.

Bellush, Jewel and S. M. David. Race and Politics in New York City. Praeger, 1972.

Berry, Mary F. Black Resistance/White Law. Appleton, 1971.

Bitcker, Boris I. The Case for Black Reparations. Random House, 1973.

Boesel, David, ed. Cities Under Siege. Basic Books, 1971.

Boggs, James. Racism and Class Struggle. Monthly Review, 1970.

Bracey, John, ed. Black Nationalism in America. Bobbs-Merrill, 1970.

Breitman, George. The Last Year of Malcolm X. Pathfinder, 1970.

Brown, H. Rap. Die, Nigger, Die. Dial Press, 1969.

Bunche, Ralph. The Political Status of the Negro in the Age of FDR. University of Chicago Press, 1973.

Burgess, M. E. Negro Leadership in a Southern City. University of North Carolina Press, 1962.

Carmichael, Stokley and C. V. Hamilton. Black Power. Random House, 1967.

Chevigny, Paul. Cops and Rebels. Pantheon Books, 1972.

Cleaver, Eldridge. Soul on Ice. McGraw-Hill, 1967.

Cronon, E. David. Black Moses. University of Wisconsin Press, 1969.

Cruden, Robert. The Negro in Reconstruction. Prentice-Hall, 1969.

Selected Bibliography (cont.):

Cruse, Harold. Rebellion or Revolution. Murrow, 1968.

Dick, Robert C. Black Protest Issues and Tactics. Greenwood Press, 1974.

Draper, Theodore. The Rediscovery of Black Nationalism. Viking Press, 1970.

Dunbar, Ernest. Black Expatriates. Dutton, 1968.

Dymally, Mervyn M., ed. The Black Politician. Duxbury Press, 1971.

Evers, Charles. Evers. World Publishing Co., 1971.

Fager, Charles E. White Reflections on Black Power. Eerdmans, 1967.

Fisher, Sethard, ed. Power and the Black Community. Random, 1970.

Forman, James. The Making of Black Revolutionaries. Macmillan, 1972.

Friedman, Leon, ed. The Civil Rights Reader. Walker, 1967.

Garrison, William L. Thoughts on African Colonization. Arno Press, 1968.

Garvey, Marcus. Philosophy and Opinions of Marcus Garvey. Atheneum, 1969.

Greenberg, E. S., ed. Black Politics. H. R. & Winston, 1971.

Hawkins, Hugh, ed. B. T. Washington and His Critics. Heath, 1962.

Holloway, Harry. Politics of the Southern Negro. Random House, 1969.

Keech, William R. The Impact of Negro Voting. McNally, 1968.

Ladd, E. C. Negro Political Leadership in the South. Cornell University Press, 1966.

Morris, Milton D. The Politics of Black America. Harper & Row, 1975.

Patterson, Ernest. Black City Politics. Dudd, Mead, 1974.

Powell, Adam Clayton. Riots and Ruins. R. R. Smith, 1945.

Shepherd, G. W. Racial Influences on American Foreign Policy. Basic Books, 1970.

Course Outline

THE ECONOMICS OF BLACK AMERICA

Objectives:

- To relate the economic-political circumstance of Black Americans to the general economy of the United States.
- To develop an understanding of the economic plight, aspirations and realizations of Black people in America, and reveal the political implications of racism within the economic system.
- To apply traditional economic theoretical models to the immediate concerns, goals and objectives of the Black community.
- To study and assess historical and contemporary socio-economic strategies employed by Black people in the struggle for economic equality.
- To introduce and teach realistic business and economic fields of opportunity that will lead to greater self-sufficiency of Black people in America.

Suggested Outline Topics:

1. Black Economic History
2. Economics and Race Discrimination in America
3. Capitalism and Racism
4. Black People under Socialist and Communist Systems
5. Black National Income and Product in America
6. Black Enterprise and Economic Development
7. U. S. Government and Minority Business Programs
8. Unionism and the Black Worker
9. Comparative Wage Rates of Black Laborers
10. Federal Taxation, Local Finance and the Black Community
11. Black Consumption, Savings and Investments

Suggested Outline Topics (cont.):

12. Effect of Inflation, Recession and Deflation on the Black Population
13. Credit and Interest in the Black Community
14. Black Financial Institutions
15. Black Capital Investment and Markets
16. Corporate Imperialism vs Black Liberation
17. Economic Implications of Integration, Separatism and Black Nationalism
18. Black Poverty, Welfare and Social Security
19. Black Housing, Health and Employment
20. Economics of Black Education
21. Black Power and Pan Africanism
22. Alternate Economic Systems

Selected Bibliography:

Allen, Robert. Black Awakening in Capitalist America. Doubleday, 1969.

Becker, G. C. The Economics of Discrimination. University of Chicago, 1957.

Bell, C. Shaw. The Economics of the Ghetto. Pegasus, 1970.

Case, Frederick E. Black Capitalism. Praeger, 1972.

Davis and Donaldson. Blacks in the United States. Houghton Mifflin Co., 1975.

Davis, Frank G. The Economics of Black Community Development. Markham Publishing Co., 1975.

Doctors, Samuel I. Whatever Happened to Minority Economic Development? The Dryden Press, 1974.

Durham, Laird. Black Capitalism. Community Service Corporation, 1970.

Epstein and Hampton. Black Americans and White Business. Dickenson Publishing Co. Inc., 1971.

Selected Bibliography (cont.):

Essien-Udom, E. U. Black Nationalism. University of Chicago, 1962.

Haddad and Pugh. Black Economic Development (ed.). Prentice-Hall, 1969.

Jacobson, Julius. The Negro and the Labor Movement (ed.). Anchor Books, 1968.

Johnson, J. T. The Potential Negro Market. Paegeant Press, 1952.

Lecky, Robert S. and H. E. Wright. Black Manifesto. Sheed and Ward, 1969.

Lincoln, C. Eric. The Black Muslims in America. Beacon Press, 1961.

Nyerere, Julius L. Freedom and Development. Oxford University Press, 1973.

Ofari, Earl. The Myth of Black Capitalism. Monthly Review, 1970.

Purcell, T. V. Blacks in the Industrial World. Free Press, 1972.

Puryear and West. Black Enterprise Inc. Anchor Press/Doubleday, 1973.

Samuelson, Paul E. Economics (ed.). Chapters 37-42. McGraw-Hill, 1970.

Sturdivant, Frederick D. The Ghetto Market Place. The Free Press, 1969.

BLACK ENTERPRISE AND MARKET THEORY

Summary Outline:

I. BLACK AMERICANS AND WHITE BUSINESS

- A. Economic Negative Imbalance
- B. White Proprietors in the Black Community: Rural and Inter-City Enterprises
- C. The New Involvement of Blacks in Major Corporations
- D. Social Commitment of Major Corporations

II. BUSINESS INSTITUTIONS AND THE BLACK COMMUNITY

- A. Black Economic Development and Progress
- B. The Social Utility of Black Enterprise
- C. Myths about Black Business
- D. Crime and Black Business
- E. Black vs Jew Business Controversy

III. BLACK OWNERSHIP AND NATIONAL POLITICS

A. Government Assistance to Minority Business
B. The SBA and Black Business
C. Black Business and Anti-Trust
D. The Limits of Black Capitalism

IV. THE BLACK CONSUMER: A BILLION DOLLAR MARKET

A. Consumer Practices of Blacks at Various Income Levels
B. Exploitation of the Black Consumer
C. Black Reference Groups and Life Styles
D. Consumer Credit and the Black Community
E. The Ghetto Market Place

V. MARKETING METHODS AND THE BLACK POPULATION

A. Marketing Segmentation and the Black Market
B. Product Differentiation and the Black Consumer
C. Social, Cultural, Political and Behavioral Factors
D. Advertising and Promotion for Black Patronage

VI. BLACK FIRMS, PRODUCTS AND MARKETS

A. Traditional Black Businesses: An Historical Analysis
B. Black Insurance Companies
C. Black Banks and Bankers
D. Black Manufacturers
E. Franchising and the Black Entrepreneur
F. New Black Ventures Since 1968

VII. BLACK SOCIO-POLITICAL ECONOMIC STRATEGIES

A. Separation vs Integration
B. Black Nationalism
C. Black Economic Liberation Under Capitalism

VIII. THE ROLE OF BUSINESS IN SOCIAL CHANGE

Bibliography:

Bell, Carolyn Shaw. The Economics of the Ghetto. Pegasus Books, Inc., 1970.

Carmichael, Stokley and Charles V. Hamilton. Black Power. Vintage, 1967.

Frazier, E. Franklin. Black Bourgeoisie. Collier Books, 1968.

Kerner Commission Report. Washington, D. C.: U. S. Government Printing Office, 1967.

Sturdivant, Frederick, ed. The Ghetto Market Place. The Free Press, 1969.

Bibliography (cont.):

U. S. Bureau of Census and Bureau of Labor Statistics. The Social and Economic Status of Negroes in the United States, 1970.

Epstein, Edwin and David Hampton, eds. Black Americans and White Business. Dickenson Publishing Co., Inc., 1971.

Ferman, Louis, Joyce Kornbluh and J. A. Miller. Negroes and Jobs. University of Michigan Press, 1969.

Jacobson, Julius, ed. The Negro and the American Labor Movement. American Management Association, 1969.

King, Carl and Howard Risher. The Negro in the Petroleum Industry. University of Pennsylvania Press, 1969.

Northrup, Herbert R. The Negro in the Automobile Industry. University of Pennsylvania, 1968.

_____. Negro Employment in Finance. University of Pennsylvania Press, 1969.

ABA National Institute. "Business in the Ghetto." The Business Lawyer, 25, 1969.

"Black Capitalism: Problems and Prospects." Saturday Review, August 23, 1969.

Business and the Development of Ghetto Enterprise. New York: The Conference Board, 1970.

Coles, Flournoy, Jr. An Analysis of Black Entrepreneurship in Seven Urban Areas. Washington, D. C.: The National Business League under the sponsorship of The Booker T. Washington Foundation, 1969.

Cross, Theodore. Black Capitalism: Strategy for Business in the Ghetto. Atheneum, 1969.

Durham, Laird. Black Capitalism. Arthur D. Little, Inc., 1970.

Harris, Abraham. The Negro as Capitalist: A Study of Banking and Business Among American Negroes. Glouchester, Massachusetts: Peter Smith, Inc., 1968.

Haddad, William and Douglas Pugh, eds. Black Economic Development. Prentice-Hall, Inc., 1969.

"The Negro in Business." Ebony Magazine, September, 1963.

Course Outline

THE SOCIOLOGY OF BLACK AMERICA

Objectives:

This course will survey critically the unique experiences of Afro-Americans, focusing on historical and contemporary social, political, and economic forces that have shaped the present conditions of black people in modern American society. The course will also view the nature, structure, and function of the Black Family and the socio-political and economic implications and consequences of personal and institutionalized racism.

The objective of this course is to provide the student with broad systematic and theoretical knowledge that will enable him to better understand the social-psychological dynamics that have surrounded black people in their quest for liberation and justice in the United States.

Procedure:

This class will be conducted through lectures, readings, reports, audio-visual aids, and a dialogical approach. Group discussion will be the primary modus operandi of the course.

Evaluation:

Students will be expected to actively participate on a consistent basis in classroom discussions and activities of the assigned readings. Supplementary materials will be provided by the instructor. Final grade evaluation will be based on class participation, approximately two exam-

Evaluation (cont.):

inations, and a class project. The content and due date of the project will be discussed thoroughly prior to the time due.

Texts:

Billingsley, Andrew. Black Families in White America.

Blauner, Robert. Racial Oppression in America.

Staples, Robert. The Black Family: Essays and Studies.

Recommendations:

Allen, Robert. Black Awakening in Capitalist America.

Blackwell, James. The Black Community: Diversity and Unity.

Summary Outline:

I. Introduction to the Sociology of Black Americans

A. Treatment of Blacks in American Scholarship
B. Definition of Black Sociology and Why it Emerged

Readings: "Background and Domain Assumptions," A. Gouldner
"Personal Reality and Social Theory," A. Gouldner

II. The Black Family

A. Treatment of Families in American Scholarship
B. Pattern of Family Life in Africa
C. The Impact of Slavery on the Afro-American Family
D. The Moynihan Report: Challenge and Response
E. A Social System Approach to the Study of Black Family Life
   1. Structure of the Black Family
   2. Functions of the Black Family
F. Contemporary Social Forces Affecting Black Family Life
   1. Geographic Mobility
   2. Social Mobility
      a. Education
      b. Income
      c. Housing
G. Screens of Opportunity: Sources of Achievement in Black Families

Summary Outline (cont.):

H. Family Issues in the Black Community
   1. Illegitimacy
   2. Courtship and Marriage-Divorce
   3. The Black Matriarchy
   4. The Welfare Myth

Readings: "Treatment of Negro Families in American Scholarship," Billingsley, pp. 197-215
"[illegible]orical Background of the Negro Family," Billingsley, Ch. 2
The Black Family: Essays and Studies, Staples, Ch. 1, pp. 13-28
The Moynihan Report
The Black Family: Essays and Studies, Staples, Ch. 2, pp. 37-71; Ch. 12, pp. 313-325
Black Families in White America, Billingsley, Ch. 1; Ch. 3
"Contemporary Issues in Education" in The Black Community, J. Blackwell, pp. 101-136
"Poverty and Discrimination: A Brief Overview," Thurow in Racial Discrimination in the United States, Pettigrew, pp. 241-261
"Housing: the Ghettoization of Blacks" in The Black Community, Blackwell, pp. 139-162
"The Housing Problem and the Negro," Abrams in Racial Discrimination in the United States, Pettigrew
Black Families in White America, Billingsley, Ch. 4
"The Myth of the Black Matriarch," The Black Family: Essays and Studies, Staples, pp. 149-159
"The Frustrated Masculinity of the Negro Male," Nathan Hare in The Black Family: Essays and Studies, Staples, pp. 131-134

III. Social Stratification in the Black Community

A. The Black Bourgeoisie
B. Social Class in the Black Community and its Implications

IV. Origin and Nature of Personal and Institutionalized Racism

A. Theoretical Perspective
B. Social-Psychological Significance of the Concept "Race"
C. Colonized and Immigrant Minorities
D. Internal Colonialism and Ghetto Revolt
E. Racism and Culture
F. Third World Perspectives

Readings: Racial Oppression in America, Blauner, Ch. 1-4
"The Meaning of the Black Revolt in the U. S. A.," Racism and the Class Struggle, James Boogs
"The Black Revolt and the American Revolution," Racism and the Class Struggle, James Boogs

Summary Outline (cont.):

IV. Readings (cont.):
"Theories of Assimilation" in Assimilation in American Life, Milton Gordon, pp. 84-159
"Toward a Transitional Program," Black Awakening in Capitalist America, Robert Allen

Selected Bibliography:

Adam, Herbert. Modernizing Racial Domination. University of California Press, 1971.

Alex, Nicholas. Black in Blue: A Study of the Negro Policeman. Appleton-Crofts, 1969.

Alloway, David N. and Francesco Cordasco. Minorities and the American City, McKay, 1970.

Allport, Gordon. The Nature of Prejudice. Addison-Wesley, 1954.

Banks, Wm. The Black Church in the U. S. Moody Press, 1967.

Cox, Oliver. Caste, Class and Race. Doubleday, 1948.

Drake, St. Clair. Black Metropolis. Harcourt-Brace, 1945.

Drotning, Phillip T. and W. W. South. Up from the Ghetto. Cowles, 1975.

DuBois, W. E. B. The Philadelphia Negro. University of Pennsylvania Press, 1899.

Fauset, Arthur. Black Gods of the Metropolis. University of Pennsylvania Press, 1944.

Frazier, E. Franklin. The Negro Family in Chicago. University of Chicago Press, 1932.

_____. Negro Youth at the Crossways. American Council on Education, 1940.

Furfey, Paul H. The Subculture of the Washington Ghetto. Catholic University of America, 1972.

Katz, Shlomo. Negro and Jew. Macmillan, 1967.

Katzman, David. Before the Ghetto: Black Detroit in the Nineteenth Century. University of Illinois Press, 1973.

Ladner, Joyce A. The Death of White Sociology. Random House, 1973.

Selected Bibliography (cont.):

Lerner, Gerda, comp. Black Women in White America. Pantheon, 1972.

Lyman, Stanford Morris. The Black American in Sociological Thought. Putnam, 1972.

Phylon: Atlanta University Journal of Race and Culture

Rubin, Lillian. Busing and Backlash. University of California Press, 1973.

Course Outline

INTRODUCTION TO AFRICAN LITERATURE

Introduction to African Literature is a survey course and will serve to acquaint the student with a selected few of the contemporary West African anglophonic writers who have gained international recognition. Due to the great cultural diversity manifest throughout sub-Saharan Africa, Nigerian writers will receive special consideration.

Course Objective:

To analyze the major themes, symbols and creative motifs used by the West African writers and gauge their impact upon their society.

Texts:

Jahn, Jahneinz. Neo-African Literature.

Assorted West African novels, poetry and plays.

Selected Bibliography:

Achebe, Chinua. Arrow of God. J. Day. 1967.

_____. Chike and the River. Cambridge University Press, 1966.

_____. Christmas in Biafra and Other Poems. Doubleday, 1973.

_____. No Longer At Ease. Heinemann, 1967.

_____. Things Fall Apart. Heinemann, 1969.

Beti, Mongo. The Poor Christ of Bomba. Heinemann, 1971.

Clark, John P. Casualties: Poems 1966-1968. Africana Publishing Corporation, 1970.

Selected Bibliography (cont.):

Egbuna, Obi. Daughters of the Son and Other Stories. Oxford University Press, 1970.

Jahn, Janheinz. Bibliography of New-African Literature from Africa, America and The Caribbean. F. A. Praeger, 1965.

_____. A History of New-African Literature. Faber, 1968.

_____. Neo-African Literature: A History of Black Writing. Grove Press, 1969.

_____. Who's Who in African Literature. H. Evdmann, 1972.

Kgositsile, Keorapltse. The World is Here: Poetry from Modern Africa. Anchor Books, 1973.

Khaketlp, B. Makalo. Leostho: 1970. University of California Press, 1972.

Kibera, Leonard. Voices in The Dark. E. African Publishing House, 1969.

Soyinka, Wole. The Interpreters. Heinemann, 1970.

_____. Madmen and Specialist: A Play. Hill & Wang, 1971.

Tutuola, Amos. Feather Woman of The Jungle. Faber, 1972.

_____. My Life in The Busn of Ghost. Faber, 1964.

Course Outline

INTRODUCTION TO AFRO-AMERICAN LITERATURE: 1760 - 1865

Introduction to Afro-American Literature is a survey course covering from the eighteenth century beginnings up to 1865. Course content includes writers such as Phillis Wheatley, Frederick Douglass, David Walker, George Moses Horton, Charlotte Forten Grimke, and others.

Text:

Barksdale, Richard and Keneth Kinnamon. Black Writers of America. New York: Macmillan & Co., 1972.

Course Content:

I. The Eighteenth Century Beginnings and Major Writers

A. Olaudah Equiano - from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, The African

B. Phillis Wheatley (poetess)

1. On the Death of the Rev. Mr. George Whitefield
2. On Virtue
3. To The University of Cambridge, in New England
4. On Being Brought from Africa to America
5. A Hymn to the Morning
6. A Farewell to America
7. To His Excellency General Washington

C. Jupiter Hammon (poet)

1. An Evening Thought: Salvation by Christ with Penetial Cries
2. An Address to Miss Phillis Wheatley, Ethopian Poetess

D. Benjamin Banneker (mathematician)

1. A Mathematical Problem in Verse
2. Letters to Thomas Jefferson

Course Content (cont.):

II. The Struggle Against Slavery and Racism: 1800-1860

A. The Major Writers

1. Frederick Douglass (abolitionist)

a. Narrative of the Life of Frederick Douglass, an American Slave
b. Oration, Delivered in Corinthian Hall, Rochester, July 5, 1852

2. Rev. Alexander Crummell - The Relations and Duties of Free Colored Men in America to Africa

B. The Struggle for Civil Rights

1. Theodore S. Wright - "Letter to Rev. Archibald Alexander, D. D."

2. William Whipper - "An Address on Non-Resistance or Offensive Aggression"

3. Robert Purvis - "Appeal of Forty Thousand Citizens, Threatened with Disfranchisement, to the People of Pennsylvania"

C. Black Abolitionists

1. David Walker's Appeal

2. The Confession of Nat Turner

3. Henry Highland Garnet - "An Address to the Slaves of the United States of America"

4. William Wells Brown

a. Clotel
b. "Visit of a Fugitive Slave to the Graves of Wilberforce"

D. Black Nationalists

1. John Browne Russwurm - "The Condition and Prospects of Hayti"

2. Martin R. Delany - The Condition, Elevation, and Destiny of the Colored People of the United States, Politically Considered

E. The Fugitive Slave Narrative - Narrative of the Adventures and Escape of Moses Roper from American Slavery

Course Content (cont.):

F. Poetry

1. George Moses Horton

a. Slavery
b. The Slave's Complaint
c. On Hearing of the Intention of Gentlemen to Purchase the Poet's Freedom

2. James M. Whitfield - America

3. Francis Watkins Harper

a. The Slave Mother
b. Bury Me in a Free Land

4. Rev. Lemuel B. Hayes - Universal Salvation-A Very Ancient Doctrine

G. Folk Literature

1. Tales

a. How Buck Won His Freedom
b. Swapping Dreams
c. Lisa's Revelation
d. The Fox and the Goose
e. Tar Baby
f. Big Sixteen and the Devil
g. Marster's Body and Soul

2. Songs

a. De Ole Nigger Driver
b. Sellin' Time
c. Juba
d. Mistah Rabbit
e. Raise a Ruckus Tonight
f. Who-zen John Who-za
g. Misse got a Gold Chain
h. Zip e Duden Duden
i. Juber
j. The Stoker's Chant
k. Uncle Gabriel
l. Gen'el Jackson
m. Mary, Don You Weep
n. Gonna Shout
o. When a Mah Blood Runs Chilly an Col
p. Soon One Mawnin
q. Motherless Child
r. Swing Low, Sweet Chariot

Course Content (cont.):

s. Nobody Knows Da Trubbie Ah See
t. Were You Dere
u. Do, Lawd
v. Dis Ward Mas Done
w. Shout, Along Children

III. The Black Man in the Civil War: 1861-1865

A. The Black Man in Battle

1. William Wells Brown - The Negro in the American Rebellion: His Heroism and His Fidelity

2. George Washington Williams - A History of the Negro Troops in the War of the Rebellion 1861-1865

B. The Black Soldier's Comment

1. Corporal John A. Cravat - Four Letters

2. An "Old" Sergeant - Dat's All What I Has to Say Now

C. A Black Orator Speaks - Rev. Henry Highland Garnet - "A Memorial Disclosure in the Hall of the House of Representatives, Feb. 12, 1865"

D. Two Black Women

1. Charlotte Forten Grimke - Journal of Charlotte Forten

2. Elizabeth Keckley - Behind the Scenes

E. Folk Literature of Emanicipation and Freedom

1. We'll Soon Be Free
2. Rock About My Saro Jane
3. Dan Wid Driber's Dribin'
4. Many a Thousand Die
5. Freedom

Selected Bibliography:

Abramson, Doris E. Negro Playwrights in the American Theatre: 1925-1959. Columbia University Press, 1969.

Baldwin, James. Another Country. Dial Press, 1962. (novel)

_____. Go Tell It on the Mountain. Knopf, 1953. (novel)

_____. Notes of a Native Son. Beacon, 1955. (essay)

Bambara, Toni C. Gorilla, My Love. Random, 1972. (short stories)

Bennett, George A. Lord of Dark Places. Norton, 1970. (novel)

Bontemps, Arna. Black Thunder. Macmillan, 1936. (novel)

Brewer, J. Mason. American Negro Folklore. (anthology)

Brooks, Gwendolyn. In The Mecca. Harper, 1968. (poetry)

Brown, Claude. Manchild in the Promised Land. Macmillan, 1965. (autobiography)

Brown, Sterling, ed. The Negro Caravan. Dryden, 1941. (anthology)

Coombs, Orde, ed. We Speak as Liberators. Dodd, 1970. (poetry)

Cullen, Counter. Color. Harper, 1927. (poetry)

DuBois, W. E. B. The Quest for the Silver Fleece. McClurg, 1911. (novel)

Eckman, Fern M. The Furious Passage of James Baldwin. Lippincott, 1966. (criticism)

Ellison, Ralph. Shadow and Act. Random House, 1964. (criticism)

Emanuel, James and T. L. Gross. Dark Symphony: Negro Literature in America. Free Press, 1968.

Fair, Ronald. Hog Butcher. Harcourt, Brace, 1966. (novel)

Gaines, Ernest. The Autobiography of Miss Jane Pittman. Dial, 1971. (novel)

Gayle, Addison, ed. The Black Aesthetic. Doubleday, 1971. (criticism)

Gilbert, Oliver. Narrative of Sojourner Truth. Arno, 1968.

Giovanni, Nikki. Gemini. Bobbs-Merrill, 1971. (poetry)

Selected Bibliography (cont.):

Glouster, Hugh. Negro Voices in American Fiction. University of North Carolina Press, 1948. (criticism)

Greenlee, Sam. The Spook Who Sat By The Door. R. W. Baron, 1969. (novel)

Gross, Seymour L. and J. Hardy, eds. Images of the Negro in American Literature. University of Chicago Press, 1966. (criticism)

Hayden, Robert, ed. Afro-American Literature. Harcourt, 1971.

Heard, Nathan. Howard Street. Dial, 1968. (novel)

Hemenway, Robert. The Black Novelist. Merrill, 1970. (criticism)

Hines, Chester. If He Hollers Let Him Go. Doubleday, 1964. (novel)

Hughes, Langston, ed. New Negro Poets: USA. Indiana University Press, 1964.

_____. The Big Sea. Knopf, 1940. (autobiography)

Jones, LeRoi (Imamu Amiri Baraka) and Larry Neal. Black Fire: An Anthology of Afro-American Writing. Morrow, 1968.

_____. Tales. Grove Press, 1967. (short stories)

Kelley, William Melvin. Dem. Doubleday, 1967. (novel)

Killens, John O. 'Sippi. Trident Press, 1967. (novel)

Lester, Julius. Black Folktales. R. C. Baron, 1969.

Locke, Alan L., ed. The New Negro. Boni, 1925. (anthology)

Long, Richard A. and Eugenia Collier, eds. Afro-American Writing: An Anthology of Prose & Poetry. 2 Vols. New York University Press, 1972.

McKay, Claude. Banjo. Harcourt, Brace, 1970. (novel)

McPherson, James A. Hue and Cry. Little, Brown, 1969. (short stories)

Major, Clarence, ed. The New Black Poetry. International Publishers, 1969.

Petry, Ann. The Street. Mifflin, 1946. (novel)

Randall, Dubley. Black Poetry. Broadside, 1969.

Selected Bibliography (cont.):

Reed, Ishmael. Yellow Back Radio Broke Down. Doubleday, 1969. (novel)

Schuyler, George. Black No More. Negro University Press, 1969. (novel)

Shuman, R. Baird, ed. Galaxy of Black Writing. Moore, 1970.

Singh, Raman K., ed. Black Literature in America. Crowell, 1970. (anthology)

Stone, Chuck. King Strut. Bobbs-Merrill, 1970. (novel)

Tolson, Melvin B. Harlem Gallery. Twanye, 1965. (poetry)

Toomer, Jean. Cane. Boni & Liveright, 1923.

Turner, Darwin, ed. Black American Literature: Essays, Fiction, Poetry. 3 Vols. Bobbs-Merrill, 1969.

Williams, John A. Captain Blackman. Doubleday, 1972. (novel)

Wright. Richard. Native Son. Harper, 1942. (novel)

_____. Black Boy. Harper, 1945. (autobiography)

Course Outline

THE MUSIC OF BLACK AMERICA (1619 - PRESENT)

Text:

Southern, Eileen. The Music of Black Americans - A History.

Course Objectives:

The objectives of this course are to acquaint students with and give them a working knowledge of the composers, styles, and music of Black Americans from 1619 to the present, not only by reading about them, but more importantly, by listening to representative works whenever possible.

Class Structure:

Rather than a lecture course, this will be one of student participation and discussion. Grades made on written quizzes, which will be given from time to time, will be averaged in with those grades earned by individual contributions in class, required reading, listening, and small projects. Whenever possible, we will have guest lecturers in the area of Black Literature in order to show its relationship to the music.

A short quiz (10-15 minutes) will be given at the end of each week on material that has been covered in class. This is to encourage the student to keep up with the class work; otherwise, he or she will have a difficult time remembering everything that will be covered in the entire class. During the semester several one hour exams will be given, which will be announced. No student will be allowed to miss one of these examinations (except for medical reasons). No make-up exams will be given.

Summary Outline:

The Southern text will be the main text for the course, and a chapter by chapter lesson plan will be used with references to outside texts where there is felt a need.

Weeks 1 - 3: Part I. Music from 1619 to 1775
1. The African Heritage
2. New England and the Middle Colonies
3. The Southern Colonies

Weeks 4 - 8: Part II: Music from 1776 to 1866
4. Two Wars and a New Nation
5. Ante-Bellum Period - Urban Life
6. Ante-Bellum Period - Rural Life
7. Ante-Bellum Period - General Character of Folk Music
8. The War Years and Emanicipation

Weeks 9 - 12: Part III: Music from 1867 to 1919
9. After the War
10. The Turn of the Century
11. Percursors of Jazz - Ragtime & Time
12. Percursors of Jazz - Syncopated Dance Orchestras and Brass Bands

Weeks 13 - 16: Part IV: Music from 1920 to Present
13. The Jazz Age
14. The Black Renaissance
15. Composers: From Nationalists to Experimentalists
16. The Mid-Century Years

Selected Bibliography:

Allen, William F. Slave Songs of the United States. Oak Pub., 1965.

Bailey, Pearl. The Raw Pearl. Harcourt, 1968.

Blacking, John. Xenda Children's Songs. Witwater-Sand University Press, 1967.

Bradford, Perry. Born With the Blues. Oak Publishers, 1965.

Burleigh, Henry T. Go Down, Moses: Negro Spirituals. G. Ricordi & Co., 1917.

Burlin, Natalie C. Negro Folk Songs - 4 Vols. Schirmer. 1918.

Selected Bibliography (cont.):

Charters, Sam B. The Poetry of the Blues. Oak Publishers, 1963.

Coleridge-Taylor, Samuel. Twenty-four Negro Melodies. O. Ditson Co., 1905.

Cox, John H. Four Songs of the South. Harvard University Press, 1925.

De Lerman, Dominique-Rene. Black Music in Our Culture. Kent State University Press, 1970.

Fisher, Rudolph. The Walls of Jericho. Arno Press, 1969.

Jones, LeRoi. Black Music. Wm. Morrow, 1967.

_____. Blues People. Wm. Morrow, 1963.

Locke, Alan L. The Negro and His Music. Kennikat Press, 1970.

Lomax, Pearl C. We Don't Need No Music. Broadside Press, 1972.

Thomas, J. C. Chasin' the Trane: The Music & Mystique of John Coltrane. Doubleday, 1975.

Course Outline

INTRODUCTION TO BLACK DRAMA

Required Reading:

Black Drama in America: An Anthology, edited by Darwin Turner

Black Drama Anthology, edited by Woodie King and Ron Milner

Black Theatre, edited by Lindsey Patterson

New Plays from the Black Theatre, edited by Ed Bullins

Course Objective:

To look at the plays of the period 50's through 70's and through them and the period understand and define Black Theatre.

Summary Outline:

Introduction

St. Louis Woman by Arna Bontemps and Countee Cullen

Trouble in Mind by Alice Childress

Raisin in the Sun by Lorraine Hansberry - Discussion of 50's

Purlie Victorious by Ossie Davis
Dutchman by LeRoi Jones

The Amen Corner by James Baldwin
In the Wine Time by Ed Bullins

No Place to Be Somebody by Charles Gordone
We Righteous Bombers by Kingsley Bass, Jr.

The Toilet by LeRoi Jones
Junebug Graduates Tonight by Archie Shepp

Junkies are Full of Shh' by LeRoi Jones
Black Cycle by Martin Charles

Summary Outline (cont.):

The Corner by Ed Bullins
Who's Got His Own by Ron Milner

Charades on Cort Fourth St. by Lonnie Elder
El Hajj Malik by N. R. Davidson

Growing into Blackness by Salimu
Sister Son/Ji by Sonia Sanchez

In New England Winter by Ed Bullins
We Righteous Bombers by Kingsley B. Bass, Jr.

Selected Bibliography:

Abramson, Doris E. Negro Playwrights in the American Theatre, 1925-1959. Columbia University Press, 1969.

Brasmer, Wm. and D. Consolo. Black Drama: An Anthology. Merrill Publishing Co., 1970.

Bullins, Ed. Five Plays. Bobbs-Merrill, 1969.

East, N. B. African Theatre. Africana Publishing Co., 1970.

Mitchell, Loften. Black Drama. Hawthorn Books, 1967.

Rearson, Wm. R. The Black Teacher and the Dramatic Arts. Negro University Press, 1970.

Richardson, Willis, ed. Plays and Pageants from the Life of the Negro. Assoc. Pub., 1930.

Russell, Charlie. Five on the Black Hand Side. The Third Press, 1973.

Walcott, Derek. Dream on Monkey Mountain and Seven Other Plays. Farrer, Straus & Giroux, 1972.

White, Edgar, ed. Underground: Four Plays. Morrow, 1970.

Course Outline

BLACK VISUAL ARTS

Course Objective:

Black Visual Arts is an introductory survey course in Art History of Africans and Afro-American Artists. In the segment on African Art, the course material will concentrate on those art-producing tribes in West and South Africa. The segment on Afro-American Art will trace Black Americans from slavery to modern day.

To understand African Art, emphasis will be placed on:

A. The Backgrounds and Lifestyles of the People
B. The Function of the Art Work in the Particular Society
C. The Styles Produced and How to Identify Them
D. Materials Used and Artistic Techniques

Texts:

The following texts will be used for this class:

A. African Art - Frank Willett

B. Modern Negro Art - James A. Porter

Course Requirements:

Two creative projects are required - one project relating to an African tribe or related subject; a second project dealing with an Afro-American artist.

A. These projects may be original, using several African or Afro-American designs into an original art piece

B. Reproductions: works you have seen in books or slides.

Course Requirements (cont.):

A two page paper should accompany the project: one page giving details of the tribe or technique; the second page should be your appreciation for the project: why you did it, what media did you use, what you like about it.

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PROJECTS WILL NOT BE GRADED ON YOUR ARTISTIC ABILITY, BUT RATHER YOUR EFFORT

****

Group projects will be given for class presentations, and class time will be given for preparation of these projects.

Summary Outline:

I. INTRODUCTION OF AFRICA

- A. Major Countries
- B. Climate Regions
- C. Food Regions and Food Patterns

II. ANCIENT CULTURES OF CIVILIZATION

- A. Cave Paintings - Tassili
- B. Bronze Castings - Benin and Ife
- C. Architecture - Zimbabwe

III. TRIBES AND CHARACTERISTICS OF ART

- A. Nok
- B. Benin
- C. Ife
- D. Yoruba
- E. Bambara
- F. Dogon
- G. Mende
- H. Senufo
- I. Bakuba
- J. Bakota
- K. Bakongo
- L. Baule
- M. Baluba
- N. Others

Summary Outline (cont.):

IV. SPECIAL ITEMS OF INTEREST

A. Color Significance
B. Art in Relation to Daily Life
C. Ceremonial Customs

V. BLACK AMERICAN ART

A. NEGRO CRAFTSMEN AND ARTISTS IN PRE-CIVIL WAR DAYS

1. Scipio Moorhead
2. Thomas Day
3. Gullah People of South Carolina
4. Architecture

B. PIONEERS OF BLACK ART

1. Joshua Johnston
2. Patrick Reason
3. Robert Douglas

C. FLIGHT TO EUROPE - CIVIL WAR AND RECONSTRUCTION

1. Robert Duncanson
2. Edmonia Lewis
3. Henry O. Tanner
4. Edward Bannister
5. Edouard Scott
6. Meta Warrick Fuller

D. NEW MOVEMENT AND HARLEM RENAISSANCE - DEPRESSION YEARS

1. Aaron Douglas
2. Jacob Lawrence
3. Sargent Johnson
4. Richmond Barthe
5. James L. Wells
6. Augusta Savage
7. Harmon Foundation
8. Works Progress Administration

E. BLACK ARTISTS IN MID-TWENTIETH CENTURY

1. Romare Bearden
2. Alma Thomas
3. Charles White
4. Elizabeth Catlett
5. William Artis
6. Laura Waring

Summary Outline (cont.):

V. BLACK AMERICAN ART (cont.)

F. MILITANT SIXTIES AND SEVENTIES

1. Sam Gilliam
2. Barbara Chase Riboud
3. Richard [illegible]
4. Dana Chandler
5. Malcolm Bailey
6. Ben Jones
7. Blackstream Artists
8. Mainstream Artists

G. MUSEUMS AND STORE-FRONT MUSEUMS

Selected Bibliography - AFRICAN AND AFRO-AMERICAN ART

Bearden, Romare and Harry Henderson. Six Black Masters of American Arts. Zenith Books, 1972.

Carroll, Kevin. Yoruba Religious Carving. Praeger Publishers, 1967.

Chase, Judith Wragg. Afro-American Art and Craft. Nostrand Reinhold Company, 1971.

Dover, Cedric. American Negro Art. New York Graphic Society, 1970.

Fagg, William. African Tribal Images. Cleveland Museum of Art, 1968.

Fax, Elton C. Seventeen Black Artists. Dodd, Mead & Company, 1971.

Fine, Elas Honig. The Afro-American Artist. Holt, Reinhart and Winston, Inc., 1971.

Gordi, Rene. African Crafts and Craftsman. Van Nostrand Reinhold, 1969.

Higgins, Chester. Drums of Life. Anchor Press, 197[illegible].

_____. Black Woman. McCall Publishing Company, 1970.

Jahn, Janheinz. The New African Culture. Grove Press, Inc., 1967.

Locke, Alain. The Negro and His Music and Negro Art: Past and Present. Arno Press, 1969.

Meauze, Pierre. African Art. World Publishing Company, 1968.

Selected Bibliography (cont.):

Naylor, Penelope. Black Images: The Art of West Africa. Doubleday & Company, 1973.

Plass, Margaret. African Tribal Sculpture. The University Museum 1956.

Porter, James A. Modern Negro Art. Arno Press, 1965.

Segy, Ladislas. African Sculpture Speaks. Hill & Wang, 1969.

_____. African Sculpture. Dover Press, 1960.

Trowell, Margaret. African Design. Praeger Publishers, 1960.

Willet, Frank. Life in the History of West African Sculpture. McGraw-Hill Book Co., 1967.

_____. African Art. Praeger Publishers, 1965.

Course Outline

AFRO-AMERICANS AND THE MASS MEDIA

Course Objectives and Requirements:

This class is designed to provide students with material illustrating the Afro-American's relationship to the mass media. The focus of this instruction will center on the Afro-American community as a market area, source of information for news, films, etc., as well as a population with special needs which can be met by the mass media.

Students will be expected to read articles about the Afro-American mass media and the type of treatment or image Afro-Americans have in the contemporary mass media generally. Students will also be expected to read a selected portion of the Black press.

All students will be required to: 1) take a mid-term and a final examination; 2) write a critical review of an element of the mass media in relationship to Afro-American (press, radio, television, motion picture industry); 3) examine material in the Audio/Visual Center relevant to the mass media and Afro-Americans; and 4) read the material placed on reserve in the library.

Summary Outline:

Weeks	Topics to be Covered
1-2	I. Socio-economic Factors which Affect News Reporting in the Afro-American Communities
	A. Reporting Techniques for the Print Media
	B. Reporting Techniques for Television

Summary Outline (cont.):

Weeks		Topics to be Covered
3-5	II.	Afro-American's Attitudes Toward the News Media
		A. Political Factors Influencing Afro-American Attitudes Toward the News Media
		B. The Importance of the Afro-American Press
6	III.	Laws and Regulations of the Federal Government Relating to Afro-Americans in the Mass Media
		A. Affirmative Action in Hiring Personnel
		B. Programming for Community Needs and Services
7-9	IV.	The Image of Afro-Americans in the 'White" Mass Media
		A. Afro-American Leadership and Role Models Projected in 'White' Mass Media
		B. Scope and Type of Programming Directed at the Afro-American Audience
		C. Afro-Americans' Struggle for Freedom as Seen in the 'White' Media
10	V.	Afro-Americans' Image in Contemporary Films
11-12	VI.	The Role of Afro-American Television and Radio to Black America
13-15	VII.	An Analysis of Regional Differences in Afro-American Communication Philosophies
		A. Pacific Coast
		B. South
		C. East Coast

Selected Bibliography:

Alston, John P. "The Black Population in Urbanized Areas, 1960." Journal of Black Studies 1 (June): 435-442. (1971)

Baker, Robert K. and Sandra J. Ball. Violence and Media: A Staff Report to the National Commission on the Causes and Prevention of Violence. Washington, D. C. (1969)

Bennett, Lerone, Jr. "Communications." Unpublished paper. Atlanta: Institute of the Black World. (1970)

Selected Bibliography (cont.):

Blackwell, Gloria. "Black-Controlled Media in Atlanta, 1900-1970...." Unpublished Ph. D. dissertation. Emory University. (1973)

Bogart, Leo. "Negro and White Media Exposure: New Evidence." Journalism Quarterly 49: 1, 15-21. (1972)

Brown, Les. "Cable TV, Overextended, Is in Retreat in Cities." New York Times, March 9. (1974)

Clark, Cedric C. "Television and Social Control: Some Observations on the Portrayals of Ethnic Minorities." Television Quarterly 18 (Spring): 18-22. (1969)

Colle, Royal D. "Negro Image in the Mass Media: A Case Study in Social Change." Journalism Quarterly 45: 56-60. (1968)

Crawford, Fred R. A Comprehensive and Systematic Evaluation of the Community Action Program and Related Programs Operating in Atlanta, Georgia. Atlanta: Emory University. (1969)

Davis, George A. and Fred Donaldson. Blacks in the United States: A Geographic Perspective. Boston: Houghton Mifflin. (1975)

Efron, Edith. "Blacks in Broadcasting." TV Guide, August 19 and September 2. (1972)

Garland, Phyl. "Blacks Challenge the Airwaves." Ebony, November. (1970)

Green, Constance McLaughlin. The Secret City: A History of Race Relations in the Nation's Capital. Princeton: Princeton University Press. (1967)

Greenberg, Bradley S. and Brenda Dervin. "Mass Communication Among the Urban Poor." Public Opinion Quarterly 34: 224-235. (1970)

Griggs, Anthony. "CPB: How Well Does It Meet the Needs?" Race Relations Reporter, January 11. (1974)

Huie, William Bradford. "Why Are They Trying to Force Alabama Educational TV Off the Air?" TV Guide, February 8. (1975)

Ledbetter, Ted and Les Lomax. "Blacks Move Into Cable TV on a Nationwide Scale." Black Enterprise, September. (1973)

Selected Bibliography (cont.):

Macy, John W. To Irrigate A Wasteland: The Struggle to Shape a Public Television System in the United States. Berkeley: University of California Press. (1974)

Mandelbaum, Seymour J. Community and Communications. New York. W. W. Morton. (1972)

McMahan, C. A. The People of Atlanta. Athens: The University of Georgia Press. (1950)

Meier, Richard. A Communications Theory of Urban Growth. M. I. I. and Harvard. (1962)

Midura, Edmund J., ed. "Why Aren't We Getting Through?" The Urban Communications Crisis. Washington: Acropolis. (1971)

Millard, Steve. "The Story of Public Broadcasting." Special Report, Broadcasting, November 8. (1971)

Morton, Carol A. "For Black Viewers: Some Other Choices Besides Off/On?" Black Enterprise, August. (1971)

New York Times, March 19, 1973. "Blacks Complain of Media to FCC."

Public Television - A Program for Action. The Report and Recommendations of the Carnegie Commission on Educational Television. New York: Bantam Books. (1967)

Report of the National Advisory Commission on Civil Disorders. New York: Bantam Books. (1968)

Roberts, Churchill. "The Portrayal of Blacks on Network Television." Journal of Broadcasting 15: 45-53. (1971)

Rosenwaike, Ira. Population History of New York City. Syracuse: Syracuse University. (1972)

Singer, Arthur L., Jr. "Open Forum - The Carnegie Report Revisited: Is the CPB Following the Carnegie Commission Recommendations?" Educational Broadcasting Review, August. (1971)

Tate, Charles. "Cable TV: Implications for Black Communities." The Urban League News, September 4. (1973)

_____. Cable Television in the Cities: Community Control, Public Access and Minority Ownership. Washington: The Urban Institute. (1971)

Van Sant, Jane. "The Potential of Public Television." Reprinted from AFL-CIO American Federationist, July. (1972)

Selected Bibliography (cont.):

Williams, James D. "Blacks and Public TV." Black Enterprise, January. (1974)

_____. "Public Broadcasting: Blacks Need to Speak Up." The Urban League News, September 4. (1973)

Zaitz, Anthony W. "The History of Educational Television, 1932-1958." Unpublished Ph. D. dissertation. University of Wisconsin. (1960)

WORKSHOP SCENES

PARTICIPANT'S PROJECTS

The quality and nature of the work produced by the participants clearly indicates the timeliness and value of the Workshop. Aside from broadening their own perspective and knowledge in Black Studies, individual exercises helped to disseminate varying opinions and ideas. Included here are nine projects which do not necessarily depict the best, but are representative of work produced in the different disciplines and from each Workshop assignment (see Assignment Sheets, Appendix C).

The assignments, as structured, elicited from the participants the type of work which would be addressed to the varied curriculum and ideological problems in Black Studies. The title page of each project clearly suggests the specific assignment to which the participant was responding.

Included among the projects selected is one from the fourth week's activity: "Self-Concept and the Black American" by F. G. Jackson. This project shows not only the continuum between the Workshop and the Institute, but also the different focus of the second workshop, which helped to further illuminate and suggest solutions to the varied problems with which we were concerned.

STATE AND DIRECTION OF BLACK STUDIES IN THE NATION: INCLUDING SOME THOUGHTS ON BLACK HISTORY

Charlene Byrd
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment II
July 28, 1975

State and Direction of Black Studies in the Nation:
Including Some Thoughts on Black History

Perhaps the most meaningful statement that can be made on the direction of Black Studies in the Pacific Northwest and the West Coast, particularly Northern California, is that the trend is turning towards Ethnic Studies that encompasses the study of all non-white people--people of color residing within the continental United States. I feel that if Blacks cannot come together as a people and unite as a separate political entity, but not isolating themselves from society, Black Studies will become obsolete, thus returning many Blacks back into the same substandard socio-economic class that they had not more that ten years ago escaped.

My philosophy of Black Studies is that it is the study of Black people from ancient Africa to contemporary America--encompassing the contributions that Blacks have made to the world in every aspect of human endeavor including the areas of science, mathematics, history, literature, politics, economics, music, et. al. Although many people have different perceptions of what Black Studies is all about, a general consensus may be that Black Studies deals with the historical as well as the cultural aspect of Black life.

Perhaps the best way to achieve the maximum effectiveness of Black Studies in the secondary and post-secondary level is to first establish the fact that the study of Blacks is not for Blacks only, but for the entire population of America just as American History (of which Blacks were major contributors) is for the entire American population. Also, to be most effective one must try to dispel all stereotypes and negative attitudes applied to Black people and deal with

Blacks as people--giving them the equality and respect accorded to other groups or races of people.

Relevance of Black History to Black Studies

Black History is relevant to Black Studies in order to dispel the myth among Blacks as well as whites and other ethnic groups that Blacks had no historical backgound prior to coming to America in 1619 as indentured servants which later evolved into involuntary servitude - chattel slavery.

Black History is the starting point for a broad base in Black Studies, because before one can begin to understand the Black Experience, it is important for one to understand Blacks' beginning as a race of people in earliest Africa.

Black Studies is mainly for the purpose of studying the Black man and eradicating negative concepts held by Black people; thus Black History helps one to realize the fact that Blacks have a glorious past that was highly sophisticated and comparitively more advanced than most early civilizations.

The following is a very brief course outline on what I would do as a Black History instructor to acquaint students with the Black past. A detailed outline would be presented after I had selected reading materials and had completed in-depth research into the areas of my major concerns that would best equip students of Black History with the most complete understanding of the Black past up and into contemporary America.

I. BLACK HISTORY BEFORE THE CIVIL WAR
- A. Africa
  - 1. Early African Empires
    - a. Ghana
    - b. Mali
    - c. Songhay
  - 2. Tribal Customs
  - 3. Early African Culture of Different Tribes
    - a. Art
    - b. Music
    - c. Technology
  - 4. Slave Trade
    - a. Advance of Western Civilization
    - b. Systematic Slave Trade
- B. Slavery in America, 1619-1865
  - 1. Servitude
    - a. Indentured
    - b. Expired
  - 2. Plantation Life Slavery
    - a. Field Slave
    - b. Domestic Slave
    - c. Slave Codes
  - 3. Rebellion
    - a. Slave Insurrections
    - b. Underground Railroad
    - c. Fugitive Slave Law
  - 4. War of 1812 (Black Involvement)
  - 5. Civil War
    - a. Lincoln's Position on Slavery
    - b. Secession of South from the Union
    - c. Black Involvement
  - 6. Emancipation Proclamation
    - a. Liberation of Black Men
    - b. Black Self-Help
    - c. Slave Codes

II. BLACK HISTORY AFTER THE CIVIL WAR
- A. Reconstruction
- B. Harlem Renaissance
- C. Black Military Status in WWI and WWII
- D. Civil Rights
  - 1. Black Protest Groups
    - a. SCLC
    - b. SNCC
    - c. CORE
    - d. NAACP
  - 2. Black Protest Movement Techniques
    - a. Boycotting
    - b. Marching
  - 3. Black Power Leaders
- E. Contemporary Black Movement (Status of Blacks in 1975)

THE RELEVANCE OF NURSING IN BLACK STUDIES: WITH TWO REPRESENTATIVE COURSE SYLLABI

Marie Bright
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment I
July 28, 1975

The Relevance of Nursing in Black Studies: With Two Representative Course Syllabi

The purpose of this paper is to describe the relevance of Nursing in Black Studies and its place in the total Black Studies curriculum. Two representative course syllabi have been developed to show relevance and to give support to the author's position.

It is pertinent to this discussion to first define and/or describe nursing, its philosophy and expectations of its product based on the author's theoretical frame of reference.

Nursing is an art and a science based upon a body of knowledge drawn from related sciences. Nursing prepares practitioners to restore and promote the health of the individual, the family, and the community. The concurrent courses in liberal arts and supportive courses in the biological and social sciences help the student acquire and integrate knowledge holistically.

Nursing proposes that man is a total entity and all facets such as the physiological, the psychological, the sociological, the economical, and the spiritual must be included for effective and efficient deliverance of his health care. Because man is seen as a system being composed of the aforementioned subsystems, a disturbance in any one subsystem or a combination of subsystems will cause a disequilibrium of the total system.

Fay G. Abdellah has identified five basic elements of nursing practice which a practitioner must utilize in planning and delivering individualized nursing care: technician and managerial skills, ability to interpret signs and symptoms, analysis of nursing problems (anything that disturbs the equilibrium of the system), and organization to assure desired outcome (Abdellah, 1960).

In the delivery of care, the nurse must also be able to sense each patient's needs of his therapy (Abdellah, 1960). This is difficult to accomplish unless the nurse provides the care within that patient's frame of reference. Therefore, in order to adequately prepare the practitioner to effectively meet our goals, nursing must be able to mold the attitudes, the intellectual competencies, and the technical skills which allow the nurse to help people, sick or well, to cope with their basic health needs (Abdellah, 1960).

Based on what has been presented, the relevance of Nursing in Black Studies is through Health Education for and about Black people, health planning and student supply.

Many fears and misconceptions have developed around the health care practices of Black people. Nurses of various ethnic backgrounds have often voiced, "I don't know how to approach or assess the Black patient." In order to provide input into the Black Studies curriculum through devising courses particular for health care, practitioners ministering to Black people and licensed practical nurses should be consulted to serve as liaison agents between their profession and the Black community. Black nurses have identified many health problems that are unique to the Black populations but have had limited contact with the Black masses because only a few at one time can be exposed to health education as it relates to the Black client. Unfortunately, health education seems to take place only when the patient becomes ill and not before.

Black Studies could very well be utilized by nursing students as a vehicle to provide health education and planning for the Black

masses. Health Education for and about Blacks should not only be for health care practitioners, but for the patient as well. A sound mind and body are indispensible to the liberation movement.

Sound health planning is very crucial in assisting the recipient in getting the optimal benefit from his health care system. Courses could be offered through the Black Studies curriculum to educate those persons who will plan health care systems.

Lastly, nursing is relevant to Black Studies by providing it with an enrolled student population. Related courses offered in the Black Studies curriculum could certainly be required or used as electives for health career students. This would also help to increase the number of students in Black Studies.

In conclusion, nursing has much relevance to Black Studies not only through those areas mentioned but many others. Black awareness is greatly needed in nursing not only for health care workers, but Black people in general.

Health Care 104A
Course Outline
Title: Survey of Major Health Problems of Black People

DESCRIPTION:

The purpose of this course is to help the student develop awareness of the leading causes of death among Black people, the major health problems of Black people and the causes and preventive measures of those identified major health problems.

OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Identify and discuss the four major causes of death among Black people,
2. Identify and list six specific health problems that affect Black people more frequently,
3. List and discuss the major causes of six specific health problems that affect Black people,
4. Identify, compare, and discuss two psychological two sociological and two economical factors that affect the health problems of Black people,
5. Discuss preventive measures for six specific diseases.

METHODS OF EVALUATION:

1. Four (4) quizzes.
2. Final examination
3. Term paper based on field work.

LEARNING EXPERIENCES:

1. Lecture and Discussion
2. Films and Audio-Visual Aids
3. Reading Assignments
4. Discussion of quizzes, examinations, etc.
5. Field Work and Discussion
6. Guest Lectures

SUMMARY OF UNITS:

1. Introduction and survey of Black Health Problems
2. Diseases of the Cardio-Vascular System
3. Hypertension
4. Sickle Cell Anemia
5. Diabetes
6. Alcoholism

7. Drug Abuse
8. Suicide
9. Health Problems of Black Females
10. Diseases of Early Black Infancy
11. Diseases of Black Adolescence

TEXTBOOK: None

BIBLIOGRAPHY: Selective Outside Reading in Units 2-10

REFERENCE: Abdellah, Fay G. Patient-Centered Approaches to Nursing, MacMillan Co., 1960

Health Care 104B
Course Outline
Title: Nutrition and the Black Community

DESCRIPTION: This course is designed to help the student develop knowledge of the four (4) basic food groups and their relationship to optimal health, the nutritional value of cultural diet patterns of Black people and the necessity of diet therapy in selected diseases that affect Black people more often. The economical and psychological factors that affect diet patterns will also be covered. Diet planning will be incorporated.

OBJECTIVES: Upon the completion of the course, the student will be able to:

1. List and describe the components of nutrition and their relation to health,
2. List and identify three (3) of the basic four food groups,
3. Discuss verbally or in writing the value of nutrition in relationship to maintaining optimal health,
4. Identify and discuss two (2) psychological factors and their effects on dietary patterns of Black people,
5. Identify and discuss three (3) economic factors and their effect on dietary patterns of Black people,
6. Identify and list four (4) foods found in each food group,
7. Describe and calculate the nutritional value of foods from his personal diet,
8. Plan an adequate nutritious diet for a day, for a week providing three meals per day,
9. Identify and discuss diet therapy and its significant for four (4) diseases that affect Black people.

METHODS OF EVALUATION:

1. quizzes (3)
2. Final examination
3. Diet Planning Written Assignment - Term Paper

LEARNING EXPERIENCES:

1. Lecture and Discussion
2. Films, Audio-Visual Aids
3. Written Assignments
4. Read Assignments
5. Field Experience

SUMMARY OF UNITS:

I. Components of Nutrition
II. Basic Food Groups
III. Nutritional Value of Foods
IV. Recommended Daily Nutritional Requirements
V. Diet Planning
VI. Psychosocial Factors that Affect Dietary Patterns
VII. Economical Factors that Affect Dietary Patterns
VIII. Diet Therapy in Selected Diseases that Affect Black People

TEXTBOOK: Robinson, Corinne H., Basic Nutrition and Diet Therapy, 2nd Ed., Collier-Macmillian, 1970.

BIBLIOGRAPHY: Student may select articles for reading enrichment.

A PARTIAL BIBLIOGRAPHY

MacDonald, I. "Diet and Coronary Heart Disease," Health, 11:40-3 Summer - Autumn, 1974.

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_____ Nutritional Effects of Food Processing," Nursing Home, Oct-Nov, 1974, 23:21.

White, P.L. "Smart Eating," Today's Health

Morse, E. "Vitamin Supplements," Queen's Nursing Journal, Dec. 1974, 17:190-1.

Taif, B. "Nutrition and the Elderly," Journal of Practical Nursing, Nov. 1973, 23:20-2.

_____ "Maternal Nutrition, An Influence on Two Lives," Journal of Practical Nursing, Sept. 1974, 24:14-15.

NEW CONCEPT IN COURSE DESIGN:
BOOKLESS COURSE

June R. Key
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment III
August 1, 1975

Bookless Course

The need for humanism in relating to the diverse populations of students and teachers is evident in our educational system. If not, why Black or ethnic studies?

My proposal for a bookless short course is to creatively move the participants to an attitude of acceptance and hopefully to a journey to the center of self. It is designed to be used in areas where time is of essence and benign neglect is a revolutionary concensus or decision.

The material in the outline may be substituted and extended by the use of any related Black materials of one's own research and/or resources. The substitution may also be for any ethnic group or total ethnic studies program underway. The bibliography should consist solely of the resources of the materials or persons you have used to create the activity or activities.

GOAL: To present a two-week workshop and/or seminar course to be used to disseminate factual information about Blacks, and to develop lesson plans to be used in the teaching of Black heritage.

OBJECTIVES: At the completion of this course, participants will have:

- Covered a variety of materials in a very short period through tests, picture display, films, readings and poetry by and about Blacks, therefore being able to intelligently present information as a result of this course.
- Seen and heard materials not heretofore made available to them via this method and are therefore able to creatively develop learning packets based on these materials.
- Gone to community groups in areas of illiteracy and presented pictorial and filmed information about Blacks and presented this or these efforts in the seminar.

OBJECTIVES: (cont'd)

- Gone to senior citizen centers with short films, music and poetry and presented this as a seminar presentation.
- Developed some expertise in the use of audio-visual materials by and about Blacks.
- Researched the lives of those Blacks who were credited with settlements and other history in the Pacific Northwest.

Course Outline

Unit I

TESTS: (to be given and checked daily followed by questions and discussion)

- Black History I.Q. Test (revise for current use)
- Chitterling Test (revise for current use)
- It happened in the 1900's Test
- Did You Know Test
- Black Intelligence Test for Cultural Homogenity (BITCH)

Unit II

FILMS: (essays describing your assessment)

- Black History: Lost, Stolen or Strayed
- The History of Blacks in the Pacific Northwest
- Code Blue
- Countdown at Kusini

Unit III

RESEARCH: (eight who figured prominently in the settling of the Pacific Northwest)

- Marcus Lopez
- York
- Sally Fields
- Cattle Kate
- George Washington (cook and river pilot)
- George Winslow
- George Washington Bush
- George Washington (founder of Centralia)

Bibliography

For Tests:

Black History
Chitterling
BITCH

. . . . From Hampton Institute on Testing H
Hampton, Virginia

It Happened in the 1900's
Did You Know?

. . . . By June R. Key

For Films:

Black History: Lost, Stolen or Strayed

. . . . Libraries

The History of Blacks in the Pacific Northwest

. . . . Washington State University

Code Blue (career oriented for medical careers;
contact Good Samaritan Hospital,
Portland, Oregon or June Key)

Countdown at Kusini

. . . . Delta Sigma Theta Sorority
(not yet released for community use)

ANALYTICAL ESSAY ON ADMINISTRATIVE PROBLEMS IN BLACK STUDIES

Sue Haynes
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment I
July 18, 1975

Analytical Essay On
Administrative Problems in Black Studies

QUESTION: What are the administrative problems peculiar to Black Studies compared to other academic areas?

Education has been one focus of our struggle and efforts to gain full citizenship these past twenty years. Intensification began with the 1954 Brown decision--to rectify racial injustice and to eradicate the blight of poverty in this country. Colleges and universities have been the subject of as much criticism, attack, concern, and activity as other social institutions. We need not recount here the series of battles over desegregation, curriculum reform, functional illiteracy, community control, and innovations of various sorts. The point is that higher education has been ordered by judicial fiats, urged by concerned citizens, the persuaded by federal and foundation funds to change its ways. The successive waves of change have left in their wake a residue of discontent, frustration, and resentment; frustration that so little has been accomplished and resentment at the dislocations and expense.

Black Studies, which has a full life in the Northwest of about seven years, finds itself being led into a desolate area; that higher educational institutions, particularly in urban settings, are experiencing bankruptcy and breakdown--educationally, financially, and morally--that only massive change imposed from the outside can resolve the educational reality of the last quarter of the 20th century. Few college administrators remain sensitive to the argument that Black Studies is dysfunctional. Black administrators are cognizant of the following problems:

- The need to define the field and clarify its relationship to ethnic studies and other disciplines. This point is important since Black and ethnic studies are often counterposed and forced into an antagonistic relationship.

- The need to departmentalize Black Studies as an academic discipline equal in ranking as other disciplines with the same administrative structure.

- The need for curriculum development and standardization.

- The need for extensive faculty recruitment and staffing.

- The need to bring pressure to bear on professional organizations to compel full and general recognition of Black Studies and active support of the Black presence in higher education.

- The need for watchdog committees at the federal and state levels to review legislative proposals and assess their impact on Black Studies.

- The need to analyze career prospects for Black Studies graduates and to find ways by which these prospects could be enhanced.

Administrators in Black Studies face many other problems but these were listed to give some idea of the dimension of the problem.

I agree with critics who note that politics is a fundamental concern in the development of a Black Studies department. Knowing this, Black administrators have to address themselves to the question: Which Politics? Whom will Black Studies serve? Will it be truly democratic in its intellectual and political vision, or will it become "apolitical" and acquiesce to a narrow elitist and bourgeois view of education? Administrators in Black Studies departments will have to deal with these problems. There is no immediate answer to these questions; they are inherent in the process of establishing a new discipline and will require patient practice and development for their resolution. In seeking a solution, there will be violent debates, agitation, and conflict. This is not unusual, for it has been said that academics and politics are usually mixed.

REFERENCES

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Goldstein, Rhoda Louis, and Albert, June True, "The Status of Black Studies Programs on American Campuses, 1969-1971," Journal on Social and Behavioral Sciences, Winter, 1974.

Weston, Martin, "Black Studies: Dead or Alive?" Essence, August, 1974.

MY PERSPECTIVE ON BLACK STUDIES

Ms. Pearl Spears
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment I
July 8, 1975

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My Perspective on Black Studies

Black Studies is in an evolutionary process. It was born from the seeds of anger, frustration, poverty, and despair of Black people, into a nonreceptive iceberg of institutionalized racism--the American university. To the general public of European ancestry, this fledgling discipline represented more than the intrusion of a new knowledge based into their academic world. Black Studies proclaimed the physical and spiritual rebirth of African people living in the United States. Any activity which shows signs of having a positive and liberating effect on Black people is viewed by the white power structure as antithetical to their perception of or goals for the universe.

W.E.B. DuBois proclaimed in the early 1900's that the problem of the 20th century is the problem of the color line. One of the major thrusts of Black Studies during its infancy was the total eradication of the stigma attached to being Black. Another objective of Black Studies during its inception was the acceptance of Africa as the Motherland of all Black people. This belief led directly into a stand for the liberation of all African people in the Diaspora. Inherent in the early tenets of Black Studies is an awareness of the multitudinous obstacles faced by Blacks. Therefore, the content of Black Studies courses began to analyze practices, procedures, and styles used to oppress Black people. The cry of the marchers in the Civil Rights movement for total freedom was actualized through Black Studies classes whose major goal was to free Black people's minds.

As the academic discipline of Black Studies continued to evolve, it began to seriously address itself to two major questions. The first

is: How do you conceptualize, concretely produce, and organize a conglomerate of data into a systematic academic discipline worthy of university status and maintain the African and Afro-American value systems vital to the regeneration of Black people? The second question is: How do you build into Black Studies Programs a role model for Black communities (mostly urban) and operate at least minimally within the bureaucratic constraints of white or Black institutions?

Currently, around the United States, I believe that many Black Studies departments, centers, institutes, and even isolated courses are addressing themselves to the above questions and many others such as: 1) What are the best methods of communication between Black Studies Programs around the country? 2) What funding sources are better than others? 3) How much and what kind of participation should whites have in Black Studies Programs? 4) How can Black Studies Programs or even individual courses attract and retain Black students? 5) How can writings by and about Black people be analyzed? Another national trend seems to be that Black Studies is a "valid field of research and pedagogy which deserves the attention of an interdisciplinary body of researchers."

In the West and particularly in the Pacific Northwest, Black Studies Programs appear to be in tune philosophically with other Black Studies Programs around the country. However, due to the idiosyncrasies of the area, their actualization of these goals is different. Another major factor affecting the development, growth, and content of Black Studies Programs in the Pacific Northwest is the tremendous shortage of Black people in this area. Also, in many instances, there

are larger numbers of other oppressed racial groups--Chicanos, Native Americans, and Asian Americans who are beginning to clamor for equality and recognition. Frequently, instead of making additional grants to establish new programs in the area of Asian, Chicano, and Native American studies, the money to be allocated for Black Studies Programs is subdivided in order to meet the needs of these other groups. This causes in-fighting among these groups and hampers the growth of all of them.

The focus of Black Studies Programs should, as I see it, be multidisciplinary. The state of oppression is multifaceted and all-inclusive in the lives of Black people. Therefore, any program for the liberation of Black people should be multipronged and universally encompassing. This does not mean that each individual course, department, and institute should attempt to solve every problem of every Black person. What I am suggesting is that all programs should have a recognition of the total problem, then originate a set of guidelines which takes into account the peculiarities of that particular locale. A unifying concept for Black Studies Programs is the realization that "a group can justify enslavement (physical, psychological, economic, political, or social) of another group, and thereby resolve their guilt feelings, if they regard the enslaved group as ignorant." The eradication of ignorance of self among Black people is of primary importance in the development of a rationale in any Black Studies Program.

One author has suggested the following as an ideal framework for Black Studies Programs to build upon:

Ideal Afro-American Program --

A. Student recruiting
B. Admissions policies
C. Counseling (Personal and academic)
D. Financial Aids
E. University and community policy and climate
F. Academic policy (course structures, grades, etc.)
G. Curriculum
H. Research
I. Community involvement and participation
J. Community education
K. Continuing education

To increase the abilities of people teaching Black Studies courses in public education there should be courses offered in the Methodology of Teaching Black Studies. Black Studies should encompass more than just the university course work. Black community development must be undertaken from the perspective of Black survival if we as a people are going to be a viable force in our own preservation and that of the world.

COMMUNITY PROJECT:
A COMMUNITY-CONTROLLED FOOD COOPERATIVE

Paul Bigman
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment I
July 29, 1975

Community Project:
A Community-Controlled Food Cooperative

Studies in the past few years have proven what ghetto residents have always suspected to be the case: chain retail stores charge more for the same items in the poor neighborhoods than they do in well-to-do areas. This trend is particularly brutal, in the retail grocery business. Poor people, having relatively limited mobility, often have little choice about where they buy their food. But buy it they must, if they are to live.

The Black Studies Department proposes to offer its expertise to assist residents of North and Northeast Portland in the establishment of a community-controlled food cooperative. Counteracting discriminatory pricing is one obvious reason for such a project. But there are others, equally important.

Poor people, and particularly Black poor, have little expertise in business matters. Even in those few instances when a Black can accumulate enough capital to start a business, it is likely to fail. Last year a full forty per cent of Black-owned and operated businesses failed. Part of the reason for this lies in the general economic depression of the nation; but a good deal can be attributed to lack of business experience.

McKinely Burt, Instructor of Black Studies, has broad experience and knowledge in the area of small business. He can provide expertise needed to make the cooperative a success. But it should be stressed that Professor Burt will act as advisor, not as administrator. One of the benefits of the project will be the training of community people in the initiation and administration of a small business.

A grocery store owned by a Black capitalist will not necessarily be of significantly greater benefit to the community than one owned by a White capitalist. The nature of capitalism is such that the owners are prime beneficiaries; whether any social benefit accrue is at the complete discretion of the owners. Even were a Black capitalist to be a well-wishing philanthropist, spreading his or her wealth about the community, the benefits would be those enjoyed by slaves with a kind master. Such benefits, if indeed they can be called benefits at all, have nothing to do with the liberation of a people; they are gifts, and can be recalled.

A community-controlled cooperative, by contrast, can be of tremendous value to the community on a number of fronts. In addition to providing business experience for some members of the community, it will provide a variety of other jobs for the chronically large number of unemployed in any poor community. By functioning as a community corporation the cooperative will out of necessity, not at the whim of a benign business person, keep the community's money within the community. Because the cooperative will be controlled by the community, it will be responsive to the people's needs. As a non-profit enterprise, the cooperative should, if a firm financial footing is achieved, provide lower food prices.

But the most important gain for the community will be something perhaps less tangible. In traditional East African communities, the means of producing food--the land--was communally owned. It is important to differentiate here between communal ownership, such as exists in Eastern European countries. Liquor stores in Oregon and Washington are owned by the state; the result is high prices, and a stock bearing

little relation to the people's wants. The proposed cooperative would be controlled by the people in the community themselves, and would be their own institution. The degree to which this can build a sense of community, a sense of pride in self and group, cannot be measured.

Obviously a great deal of work will be needed. First, community interest must be developed. Community meetings must be held to discuss such matters as location, size, staffing, funding, and organization. We would recommend that some structure be established, with specialization of functions. This decision would, however, remain with those involved.

Publicity for initial meetings, as well as for the store or stores once established, should be intense. Door-to-door canvassing should be done throughout the community to arouse and inform. Leaflets, hopefully printed with donated labor and supplies, should flood the area involved. The project can not survive without community support.

Two possibilities exist for obtaining food at a reasonable cost. The first involves contacting pro-poor and pro-consumer farmer's organization, most notably the National Farmer's Union. Many small farmers would prefer, given the alternative, to deal directly with retail outlets. This not only can cut costs to those outlets, but also can develop intercommunal ties between potentially allied communities.

The National Farmer's Union can not, of course, supply all the needs for a grocery store. Another possible alternative is to investigate joining or forming a buying cooperative and linking with other independent grocery stores to buy in large quantities; thus cutting costs.

Funding might be sought in a number of ways. Most important would be the selling, at low cost, of membership in the community. As in a traditional American cooperative, those members would be entitled to a small rebate on their purchases, periodically based on in come of the cooperative. But the cost of membership must be small and within reasonable access of those in the community. While this would not raise a great deal of capital, it would help to establish and maintain community involvement.

Those few in the Black community with substantial amounts of capital should be approached for investment loans. It must be stressed to these individuals that their investments are only loans, and do not in any way entitle them to control of the cooperative. Loans might also be sought through the Black-owned American State Bank, and from the Small Business Administration. Finally, the possibility of grants from both public and private sources should be thoroughly investigated.

Once established, the cooperative should be governed by a group elected by community members, or perhaps by those obtaining membership. This second alternative has the potential disadvantage of shutting out from participation the poorest in the community. Which policy is to be followed will be an important question for the community to decide.

It is essential that the cooperative be as competitive as possible with existing retail food outlets in every way: prices, stock, hours, and services. In addition to utilizing the expertise of the Black Studies Department and those in the Black community, the cooperative should consult frequently with the established cooperative organizations in the United States, as well as with other community-controlled cooperatives in the West and Northwest.

A food cooperative may seem a small step on the road to liberation. But the key to liberation is self-reliance. If poor people in Portland, in the United States, and/or everywhere are to break free from the yoke of socio-politico-economic domination by their respective ruling elites, then they must begin by gaining control of the rudimentary institutions in their communities that affect their daily lives.

SELF-CONCEPT AND THE BLACK AMERICAN:
A CROSS-CULTURAL AND INTERDISCIPLINARY BLACK STUDIES COURSE PROPOSAL

Floyd Grant Jackson
Pacific Northwest Black Studies Summer Institute
Washington State University
Assignment I
July 12, 1975

RATIONALE

In the American context, a Black man means an oppressed man; and oppression is not without psychological effect. The self-concept or what one thinks of oneself can deteriorate under such pressure. The resulting psychological impact may create ramifications that involve the total personality. Therefore, this subject encompasses the major parameters of the American Black experience that every educated person should be aware of.

NOTE ON STRUCTURE, IMPLEMENTATION AND FOCUS

The psychological perspective of Self-Concept and the Black American utilizes a scientific approach and will be treated accordingly in this course. Focus will be on Black identity, self-concept, and therapeutic significance as a function of personality and changing society. Attention will be directed toward the findings of behavioral science research in this regard. Creative thinking, intelligent decision making and individual or group research will be encouraged as a medium for becoming more fully aware and appreciative of Black American experience.

COURSE DESCRIPTION

Self-Concept and the Black American is designed to help a cross-cultural population of university students appreciate more fully the Black experience. The course will be presented from a psychological perspective and will emphasize intelligent decision making regarding the interaction of self-concept and the American Black experience. The scientific approach will expose the student to empirical skills and techniques of experimental design and statistical analysis essential for designing and executing research projects regarding self-concept and the American Black.

STATEMENT OF OBJECTIVES

1. To create, in a cross-cultural population of university students, an awareness of the interaction of the following variables: self-concept and the American Black.

2. To elicit from a cross-cultural population of university students a hypothesis or hypotheses regarding self-concept and the American Black.

3. To have the same sample of students support their hypothesis or hypotheses by logical reasoning, statistical inferences or other acceptable and reliable means.

4. To generate or reinforce positive feelings towards Black Americans in the same sample of students.

OUTLINE (Syllabus)

The syllabus of Self-Concept and the Black American encompasses many aspects of relevant psychology such as the following:

1. Black identify
2. Self-Concept
3. Personality (as precipitated by self-concept)
4. Personality assessment
5. Personality prediction (as a function of self-concept)
6. Diagnosis of psychopathology (or problems in living)
7. Therapy (as a function of enhanced self-concept)
8. Prognosis (as a correlate of self-concept and community interaction)

The course will compare Black, Caucasian, American Indian, and Chicano research and statistical data regarding self-concept and cultural experience. The course is suggested to a cross-cultural population of university juniors, seniors and graduate students who have satisfactorily completed prerequisites in General Psychology, Personality Theory, and Statistics. Other talented students may be admitted by permission of the instructor.

There will be no examinations. Students will be evaluated on the basis of their classroom participation, oral reports, written reports and research projects.

STATEMENT ON APPLICABILITY TO BLACK STUDIES CURRICULUM

As a cross-cultural and interdisciplinary Black Studies course model, Self-Concept and the Black American will play a significant role in the Black Studies curriculum. Black Studies is a discipline which deals with the Black experience. The Black experience must coexist within and is, in fact, dependent upon the Black individual. The Black individual, in turn, manifests himself/herself by behavior. Psychology is the study of behavior and corresponding antecedents. Self-Concept is a major precipitating factor of behavior, and is therefore the immediate focus.

In order to sustain the vitality of an effective Black Studies curriculum in contemporary America, integration of the above complexities is a necessity.

BIBLIOGRAPHY

1. The following materials are mandatory reading for Self-Concept and the Black American, and therefore can serve as required texts:

Dustin, David S. How Psychologists Do Research, Prentice-Hall, 1969

Collins, H.A. and Burger, G.K. The Self-Concept of Inner City and Suburban Youth, National Catholic Guidance Conference, 1969

Banks, James A. Black Self-Concept: Implications for Educational and Social Science, McGraw-Hill, 1972

Grier, W.H. and Cobbs, P.M. Black Rage, Bantam, 1970

Poussaint, Alan F. Why Blacks Kill Blacks, Emerson Hall, 1972

2. The following materials are suggested reading which may facilitate a basis for oral or written reports:

Sager, Clifford J. et al Black Ghetto Family Therapy, Grove Press, 1970

Hauser, S.T. Black and White Identity Formation, Wiley-Interscience, 1971

Kardiner, Abram The Mark of Oppression, World Press, 1962

Thomas, Alexander Racism and Psychiatry, Brunner/Mazel, 1972

Van der Post, Laurens Race Prejudice as Self-Rejection, Workshop for Cultural Democracy, 1957

Freed, Leonard Black in White America, Grossman Publishers, 1969

Jones, R.L. Black Psychology, Harper and Row, 1972

Ferguson, G.O. The Psychology of the Negro, Negro University Press, 1970

Campbell, Angus White Attitudes Toward Black People, Ann Arbor Institute for Social Research, 1971

Bromley, David White Racism and Black Americans, Schenkman, 1972

Adler, Bill Living Black in White America, Morrow, 1971

DuBois, W.E.B.(ed.) The Negro American Family, Negro University Press, 1969

Ginzberg, Eli The Middle-Class Negro in the White Man's World, Columbia University Press, 1967

Klineberg, Otto Race and Psychology, UNESCO, 1958

Deutch, et al Social Class, Race and Psychological Development, Holt, Rinehart and Winston, 1968

Dreger, R.M. and Miller, K.S. Comparative Psychological Studies of Negroes and Whites in the United States, 1959-1965, American Psychological Association, 1968

BLACK STUDIES: ITS PLACE IN TOTAL CURRICULUM
With Course Syllabus

William Sterling
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment II
July 25, 1975

Black Studies: Its Place in Total Curriculum

It is extremely frustrating to continually have to justify the existence of a Black Studies Program in higher education. It is even more discouraging to see the degree of racism being displayed by those who ultimately will make the decision to initiate and/or retain such programs. Nevertheless, a relentless battle must be waged upon those factions who would try to deny the legitimacy of such a vital discipline.

As Director of a Minority Affairs program, I constantly see the need to discuss and encourage administrators, faculty, classified staff, and students to enroll in Black Studies courses and/or Black Awareness Workshops, etc. I submit that it is difficult for these groups to agree to the need for a Black Studies Program, because this would be tantamount to admitting that there is indeed a distortion of the past history of Black people. By its very nature, Minority Affairs implies involvement with, and/or providing services for minority students. The overall objective of institutions of higher education is the education and welfare of all students. To accomplish this purpose, it seems fitting that an attempt must be made to understand the lifestyles and cultural background of students from various subcultures. The implementation and acceptance of a Black Studies Program then, is one of many vehicles for the transmission of the history and culture of Black people. The ultimate commitment by an institution is to encourage everyone within it to take some Black Studies courses as electives and/or cross-listed courses. In some instances it may be advisable to require enrollment into specific Black Studies classes.

The following are examples of two course syllabi for a Black Studies class:

Syllabus #1
Introduction to Black Culture

PROPOSAL:

To develop a two-week (10 hour) mini-course to be taught each quarter during the academic year. The class is to be taught as one of the components of a four (4) part class entitled "Minorities in America." The other components in the class are Asian, Chicano, and Indian. Each section shall be taught by a member of that particular ethnic group.

RATIONALE:

There appears to be ample evidence to show that the four major ethnic minority groups (Asian, Black, Chicano, and Indian) are becoming increasingly negative towards each other. This course then, is offered as one possible solution to this growing djlemma. Moreover, it is designed to encourage each of these groups to appreciate and/or respect the differences and similarities between themselves as well as other non-minority people.

REQUIREMENTS:

Emphasis will be placed upon a consistent attendance record as one of the guidelines for grading. Each student will be expected to compile a Black history journal consisting of materials covered in class. This will also include all notes, bibliographies, class syllabus, pamphlets, etc. There will be no assigned text for this class. However, there will be a bibliography available for individual reference groups.

A 30-minute quiz will be given during the last lecture hour. The test shall consist of true and false, multiple choice, matching, and fill-in-the-blank questions.

The following areas will be covered:

I. Historical Overview
   (a) African empires before the slave trade
   (b) The slave trade (system)
      (1) cause or causes
      (2) consequences

II. Post-slavery development from 1860's until 1960's
   (a) Social
   (b) Political
   (c) Economic
   (d) Art (music, painting, dance, drama, etc.)

III. Black Movements from 1960 until present
   (a) Political
   (b) Economic
   (c) Social

IV. Future Trends

Syllabus #2
Black History and Culture

RATIONALE:

This course is designed to allow students to learn about ancient and modern Africa, the relationship of Afro-Americans to Africa, and the institution of slavery and its impact upon the lives of Black people. It is also designed to make projections for future growth and development.

REQUIREMENTS:

Emphasis will be placed upon attendance as one criteria for grading. Each student will be expected to compile a Black history portfolio for a class project. This portfolio shall consist of notes, syllabus of class, relevant newspaper articles, pictures, pamphlets, and bibliographies, etc.

Two tests will be given: a mid-term examination (date to be announced in advance), and a final examination at the end of the quarter.

TEXT:

There will be two primary textbooks used in concert with other assigned readings:

Bennett, Lerone Before the Mayflower
Franklin, John Hope From Slavery to Freedom

I. Survey of African History
   (a) Geography and culture of Africa
   (b) Economic history of Africa
   (c) Religions of Africa
   (d) Tribal customs
   (e) Government and politics of Africa
   (f) Introduction to African arts

II. Afro-American Origins
   (a) Slavery in the western hemisphere
   (b) Post-slavery dilemma

III. From Reconstruction to 1960
   (a) Politics
   (b) Education
   (c) Economics
   (d) Religions
   (e) Social
   (f) Arts (music, dance, drama, painting, etc.)

IV. The Black Movement from 1960 until present
   (a) Political
      (1) integration
      (2) separation
      (3) pan-Africanism
   (b) Educational development
   (c) Economic development
      (1) rural
      (2) urban
   (d) Social impact
   (e) Future trends

PROPOSAL FOR NEW COURSE IN AFRO-AMERICAN HISTORY

Julius F. Stokes
Pacific Northwest Black Studies Summer Workshop
Washington State University
Assignment III
July 31, 1975

Proposal for New Course in Afro-American History

At the present time, Portland Community College offers only one course in Afro-American History (Hst. 264). I believe that it is impossible to do an adequate job in one three-hour course. I propose a nine hour course that will give the student the opportunity to seriously study the history of Black Americans in relation to the history of our nation.

One of the great paradoxes of world history is how the United States, steeped in Christianity, political democracy and personal freedom, could initiate and maintain throughout much of its history, a system of caste and repression against a large segment of its population. Ethnocentrism, racism, and slavery have provided the main foundations for the relationship between white Americans and Afro-Americans. The contributions of Afro-Americans to contemporary America is evident, yet many Americans, both Black and white, still believe that Afro-Americans are a people without a positive past. Today's Black movement has turned to history for a "usable past," a definition of the identity of the Black man in America, and white Americans are coming to realize they know far too little of the history of their fellow Black citizens.

A racist society breeds and needs a racist historiography. Where racism is blatant and naked and where the relationship of force is still heavily weighted on the side of the oppressors, the veil, in the historical art, seems all but impenetrable. Fundamental to the history of the United States is the struggle of the masses of its population, of every color and every ethnic and national origin, against repression, oppression, and exploitation. Central to this record of struggle has

been that waged by the Afro-American people. In so struggling, they have simultaneously influenced in a decisive way every aspect of the history of the United States as a whole. Every aspect of that history whether of labor, of student or intellectual, of the women's movement or the peace movement, whether diplomatic history or legal history or economic or political or social or ideological or religious history, in short, everything, absolutely everything, whether looked at in some detail, or examined in totality, everything that has occurred in the United States of America can be interpreted in terms of its relationship to Black people to the United States. To the degree that this relationship has been minimized, when not totally ignored, to that degree American historiography is false and racist. Despite all the hullabaloo of the past ten or fifteen years, of three, 255 dissertations in Modern History accepted by U.S. universities, 1960 through 1966, exactly eighteen dealt with questions of racism and/or the Afro-American; of 446 articles in the "American Historical Review," from 1945 through 1968, exactly five dealt with the Afro-American people in any way.[1]

Nothing less than intellectual honesty and integrity must be the demand of the historian and the objective of his work as he moves into the final decades of the twentieth century, a generation that, I believe, will mark the final conflict with the monster known as racism.

The Proposal: Course Syllabus
Course Numbers: History 205, 206, 207
Course Title: A History of Afro-Americans
Credits: Transferable, 3 term hours each quarter

[1] Zinn, Howard The Politics of History, Boston, 1970, p. 228

Objectives

1. To give the student a better understanding of American History and the role of Afro-Americans in that history. It is hoped that this course will do much to open the minds of the students.

2. The course will recount and explain those experiences which lie at the heart of America's most pressing social problem and focus on the decisions that determined public policy regarding Americans of African descent.

3. The course will examine the historical forces which shattered a rich cultural heritage, condemned millions to a brutal system of human bondage, and deprived their "free" descendants of basic human rights, as well as analyze the struggle of America's largest minority group to secure meaningful first-class citizenship.

4. Major emphasis will be placed on the social, political, economical and cultural developments of Reconstruction and their relation to problems of the twentieth century. A knowledge of Afro-American's contributions, positive and negative, will better equip the student to deal with present-day problems.

Basic Requirements

Course requirements will, in general, conform to the minimum standards outlined below.

Required reading: The following books are required for each term of the course.

A. History 205

Franklin, John Hope From Slavery to Freedom, Alfred A. Knopf Co., N.Y., (Basic Left), 1974

Quarles, Benjamin The Black American: A Documentary, Little Brown Co., N.Y., 1972

B. History 206

Franklin, John Hope From Slavery to Freedom, Alfred A. Knopf Co., N.Y., (Basic Left), 1974

Malcolm X The Autobiography of Malcolm X, Grove Press, N.Y., 1966

C. History 207

Franklin, John Hope From Slavery to Freedom, Alfred A. Knopf Co., N.Y., (Basic Left), 1974

D. Examinations: Two (2) examinations, one (1) mid-term and the final. Instructors will require additional examinations as they see a need for them.

Outline of Content
History 205 = African Origins to 1877

I. Introduction: Why Afro-American History?
- A. The Dark Continent
- B. The African Heritage
- C. The Redemption of Africa
- D. The Black Experience
- E. Some Common Misconceptions
- F. Why only White History?

II. The Glory That Was Africa
- A. A Cradle of Civilization
- B. The Problem of Race
- C. Blacks in Ancient Egypt
- D. Egyptians, A Mixed Racial Stock
- E. The Political Organization of Egypt
- F. The Achievements of Ancient Egypt

III. The African Way of Life
- A. Political and Economic Life
- B. Social and Religious Practices
- C. The Arts
- D. The Oral Tradition

IV. Before The Mayflower
- A. The Beginning of the Slave Trade
- B. The Ravages of the Slave Trade
- C. The African in the New World
- D. The Bondmen of Latin America
- E. The Decline of Slavery in Latin America

V. Slavery in the English Colonies
- A. Servitude in the Southern Colonies
- B. Experimenting in the Middle Colonies
- C. The Puritan Masters and Slavery
- D. General Characteristics
- E. The Chains of Bondage Lighten

VI. White Attitudes and Slavery
- A. The Triangular Trade
- B. The South Rises on a Slave Base
- C. Life on the Plantation
- D. The Degradation of Slave and Master
- E. The Developing Black Resistance to Slavery
- F. The Emergence of Prominent Blacks
- G. The First Abolitionists

Outline of Content

History 206 = The Afro-American (1877 - 1932)

I. The Nadir: Age of Terror and Betrayal
   - A. The Struggle for Domination
   - B. The Triumph of White Supremacy
   - C. The Constitution Denied

II. The Struggle of the Dispossessed
   - A. Then Nation Abandons Blacks
   - B. "Separate but Equal"
   - C. The Age of Booker T. Washington
   - D. DuBois vs. Washington
   - E. Social and Cultural Growth

III. The New Imperialism
   - A. The Extension of American Influence
   - B. Black Participation in Spanish American War
   - C. America's New Non-White Empire
   - D. The War Fans Race Hatred

IV. Dawn of a New Century
   - A. Further Decline of Black Fortunes
   - B. "Jim Crow" Spreads
   - C. Patterns of Violence
   - D. Voices of Protest
   - E. The New Protest Movement

V. In Pursuit of Democracy
   - A. The Federal Attitude Unchanged
   - B. Black Participation in WW I
   - C. Democracy Escapes
   - D. Hate in Postwar America
   - E. The Rise of Marcus Garvey

VI. The Harlem Renaissance
   - A. Black Protest in the Arts
   - B. Black Performers
   - C. Black Scholarship

VII. The Promise of a New Deal
   - A. A New Wave of Misery
   - B. Hoover Alienates Blacks
   - C. A Significant Happening in American Politics
   - D. Evaluation: First Three Decades of 20th Century
   - E. The Dawn of a New Era

Outline of Content

History 207 = The Afro-American (1933 to Present)

I. The New Deal: Behold the Promise Land
   - A. A New Federal Attitude
   - B. The "Black Cabinet"
   - C. Early Failures of the New Deal
   - D. Federal Projects Open New Opportunities
   - E. The Executive Branch is Positive

II. Social and Cultural Strivings
   - A. Blacks Make Gains in Civil Rights
   - B. The Supreme Court is Positive
   - C. Trends in Education
   - D. The Afro-American's World
   - E. Americanization

III. World War II Moves Blacks Closer to Freedom
   - A. The Arsenal of Democracy
   - B. Blacks Rally Around the Flag
   - C. Discrimination Still a Reality
   - D. The Migration Northward
   - E. Blacks Look Forward to a Better World
   - F. The Death of F. D. R.

IV. The Struggle for Equality
   - A. The "Fair Deal"
   - B. Truman Prods Congress
   - C. Progress and Reaction
   - D. The Supreme Court Challenges "Jim Crow"
   - E. "Separate but Equal" Doctrine Collapses

V. Desegregation: Stride Toward Freedom
   - A. The Other Pillars Crumble
   - B. Resilience of the Black Church
   - C. Black Newspaper
   - D. The Black Bourgeoisie
   - E. The Second Black Renaissance

VI. Black Power: Militancy and Pride
   - A. The Attack on Segregation
   - B. Reaction
   - C. The Citadels of Education Fall
   - D. The Northern Problems
   - E. Flight to the Suburbs

VII. That All Men May be Free
- A. Slavery and the Revolutionary Ideals
- B. The Declaration of Independence and White Hypocrisy
- C. Blacks Fight for America's Freedom
- D. The Movement to Manumit Blacks
- E. Slavery and the Founding Fathers

VIII. The Turn of the Century
- A. Slavery and the Industrial Revolution
- B. Emergence of the "Cotton Kingdom"
- C. The Internal Slave Trade
- D. The Dehumanization of Slave Auction

IX. The Peculiar Institution
- A. Lifestyles of Slaves
- B. The White Onslaught Against the Black Family
- C. Social Considerations
- D. The Slave's Reaction to his Status

X. The Black Experience for Quasi-Free Blacks
- A. Conditions for Free Blacks
- B. Violence Against Free Blacks
- C. Black Positive Contributions
- D. The Gathering Storm over Slavery

XI. The Abolitionists (Black and White)
- A. The North Attacks
- B. The South Defends its "Peculiar Institution"
- C. The Road to War
- D. The Turbulent Fifties

XII. Civil War
- A. The Role of Abraham Lincoln
- B. The Battle Against the Confederacy
- C. Uncertain Federal Policy
- D. Lincoln Comes Under Attack
- E. Confederate Policy
- F. The Black Warriors

XIII. The Era of Reconstruction
- A. Black Stereotypes Die Hard
- B. The War's Aftermath
- C. Conflicting Policies for Reconstruction
- D. The Failures of Reconstruction
- E. Reforms of Reconstruction
- F. The End of Reconstruction - 1877
- G. Reconstruction Evaluated

VII. Attacks on Other Fronts
- A. Africa and Her Lost Children
- B. The Rise of Martin Luther King, Jr.
- C. Methods of Protest
- D. Reaction
- E. Some of the Accomplishments
- F. Civil Rights Act, 1964
- G. The Furor over "Black Power"
- H. Integration, Separatism or Liberation

VIII. Days of Fury
- A. The Democratic Process Thwarted
- B. The Cities Explode
- C. Malcolm X: Voice of the Downtrodden
- D. Black is Beautiful
- E. The Fall of Adam Clayton Powell
- F. The Vietnam War
- G. The Return of Richard Nixon
- H. A New Federal Attitude
- I. Black Concerns

IX. The New Breed
- A. Eldridge Cleaver and Angela Davis
- B. Stokely Carmichael and H. "Rap" Brown
- C. Huey Newton and Bobby Seale
- D. Muhammad Ali
- E. Jessie Jackson and Julian Bond
- F. The Illusion of Equality
- G. The Future ? ? ? ?

Suggested Reading

A History of Afro-Americans (205, 206, 207)

General Histories:

Frazier, E. F., The Negro in The United States
Drimmer, Melvin (Ed.) Black History
Frazier, L. R., Afro-American History: Primary Sources
Stienfield, Melvin, Cracks in the Melting Pot: Racism and Discrimination in American History
Brawley, B., A Social History of the American Negro
Baker, Ross (Ed.) The Afro-American

Documentaries:

Aptheker, Herbert, A Documentary History of the Negro in the United States
Katy, William J., Eyewitness: The Negro in American History
Bardolph, Richard, The Civil Rights Record: Black Americans and the Law 1849-1970
Franklin, J. H. and Starr, S., The Negro in the 20th Century

African Origins:

Moore and Dunbar, Africa Yesterday and Today
Davidson, Basil, The African Past
Davidson, Basil, The Lost Cities of Africa

Slavery:

Stampp, Kenneth M., The Peculiar Institution
Woodward, C. Vann, The Irony of Southern History
Tannenbaum, Frank, Slave and Citizen
Harris, Marvin, Patterns of Race in the Americas

Quasi-Free Blacks:

Litwack, Jean, North of Slavery
Aptheker, Herbert, The Negro in the Abolitionist Movement
Franklin, John H., The Free Negro in North Carolina
Frazier, E. F., The Free Negro Family

Abolitionism:

Filler, Louis, The Crusade Against Slavery
McPherson, James M., The Struggle for Equality
Quarles, Benjamin, Frederick Douglass
Woodward, C. Vann, The Anti-Slavery Myth

Resistance:

Aptheker, Herbert, American Negro Slave Revolts
Frederickson, G. M., Resistance to Slavery
Styron, William, Compassions of Nat Turner

Civil War:

McPherson, J. M., The Negro's Civil War
Quarles, Benjamin, Lincoln and the Negro
Higgenson, T. W., Army Life in a Black Regiment

Reconstruction:

Franklin, John H., Reconstruction After the Civil War
Stampp, Kenneth M., The Era of Reconstruction
DuBois, W. E. B., Black Reconstruction in America

Migration and Racism:

Bontemps, Conroy, Anyplace But Here
Segal, Ronald, The Race War
Ezell, John S., The South Since 1865
Nash, Weiss, The Great Fear
Woodward, C. Vann, Origins of the New South

Origins and Rise of Jim Crow:

Woodward, C. Vann, The Strange Career of Jim Crow
Allport, Gordon N., The Nature of Prejudice
Kirwan, Albert D., The Revolt of the Rednecks
Dixon, Thomas, The Clansman

Urban Disorders: Riot or Revolution:

Brown, Earl, Why Race Riots?
Nelson, Truman, The Right of Revolution
Schulberg, Budd, From the Ashes
Wright, Nathan, Ready to Riot
Lightfood, Claude, Ghetto Rebellion to Black Liberation
Smith, Edward, Where To, Blackman?
Tenbroek, Jacobus, The Law and the Poor
Baldwin, James, The Fire Next Time

The Ghetto:

Clark, Kennth, Dark Ghetto
Osofosky, Gilbert, The Making of a Ghetto
DuBois, W. E. B., The Philadelphia Negro
Spear, Allan, Black Chicago

Protest, Thought, Revolution:

Greenlee, Sam, The Spook That Sat by the Door
Young, Richard P., Roots of Rebellion
Fullenwilder, S. P., The Mind and Mood of Black America
Kardiner, Onesay, The Mark of Oppression
Smith, Lillian, Killers of the Dream
Lester, Julius, Lookout Whitey, Black Power Gon' Get Your Mama
Essien-Udom, E. U., Black Nationalism
Hare, Nathan, The Black Anglo-Saxon
Lomax, Louis, When the Word is Given
Herton, Calvin, Sex and Racism in America
Williams, Robert, Negroes with Guns
Duberman, Martin, In White America
Carmichael, S. and Hamilton, C. V., Black Power
Breitman, George, Malcolm X Speaks
Cronon, David, Black Moses
DeCoy, Robert, The Nigger Bible
Masotti, Javis, A Time to Burn
Lincoln, Eric C., My Face is Black

SUMMARY

A recurring theme and concern throughout the workshops, which reflect the premises upon which they were initially proposed, was the need to set priorities in Black Studies curricula and design for the 1980's and beyond. Unanimously, the participants were in agreement on the value and need of Black Studies in higher education and likewise recognized the cogent need to set about constructing sound programs capable of withstanding the inevitable move toward post-secondary curriculum renovation and budgetary changes.

While the general spirit of the workshop was optimistic, all who participated were mindful and aware of the vulnerable position of Black Studies in the nation's colleges and universities. It was recognized that as members of a young discipline, Black Studies advocates are faced with a two-fold task; the first being to develop a respectable and viable area of study capable of fitting compatibly into the established college curriculum, and secondly, institutionalize Black Studies to the point of being an indispensable part of the traditional liberal arts foundation.

As evidenced through the quality and quantity of individual and collective exercises engaged in by the participants, these questions and concerns were dealt with thoroughly. And as depicted in the in-conference and post-conference surveys, our time was spent judiciously. Eventhough the field evaluations are not yet complete, we are reasonably sure that positive steps were made in accomplishing the initial objectives. Preliminary findings point not only to the overall success of the workshops, but also to the timeliness of the activities and the crucial needs met in the areas of curriculum design and implementation. The following is a sample gleaned from the questionnaires which gave a peripheral view of the impact

of the workshops:

1) Percentage of participants who had never attended such an institute:
44%

2) After first week's sessions - percentage of participants who felt time was being spent effectively:
86%

3) Percentage of participants who, after first week, had received sufficient direction from workshop staff to begin accomplishing individual and group objectives:
88%

4) Percentage of participants who taught at universities with already existing Black Studies Programs:
44%

Note: Percentage with Ethnic Studies Programs:
.08%

5) Percentage of participants who felt that the workshop aided in identifying specific issues and problems on their campuses:
84%

6) Percentage of participants who felt the objectives of the workshop were clearly defined and met:
85%

7) Percentage of participants who received tangible benefits in curriculum planning and implementation:
88%

Along with the practical benefits derived by the participants through workshop activity, each received graduate credit. For the first workshop, July 14, 1975 - August 1, 1975, three hours credit in Education 410 - Ethnic Groups in Public Education - was awarded. An additional three hours in Education 600 - Special Projects - were awarded for the second workshop, August 4, 1975 - August 8, 1975.

Workshop activity clearly revealed that curriculum development and design are, indeed, the areas where Black Studies educators must concentrate if the discipline is to survive as a viable force on university and college campuses.

APPENDIX A

LIST OF WORKSHOP PARTICIPANTS

with photographs

(except for those names
noted by an asterisk)

Paul Bigman
Portland State University
Portland, OR 97207

Charlene Byrd
History Instructor
College of the Siskiyous
Weed, CA 96094

Marie Bright
Co-ordinator
Twilight Nursing Program
Southwest Community College
Los Angeles, CA 90047

Margaret Carter
Director, International Stud
Portland Community College
Portland, OR 97219

O. Lee Brock
Director, Minority Affairs
North Seattle Community College
Seattle, WA 98103

Michael Clark, Director
Black Studies Program
University of Utah
Salt Lake City, Utah 84112

Harold Gamble, Director
Minority Affairs
Pacific Lutheran University
Tacoma, WA 98447

Sue Haynes, Director
Minority Affairs
South Seattle Community College
Seattle, WA 98106

Robert Gipson, Director
Minority Affairs
P. O. Box 901
Tacoma, WA 98489

Floyd Grant Jackson
Graduate Student
Washington State University

Darnel Haney
Associate Dean of Students
Weber State College
Ogden, Utah 84403

Osborne Jones
Black Studies Department
Eastern Washington State College
Cheney, WA 99004

June Key
Assistant Professor
Oregon State University
Portland, OR 97212

Theophilus Mungen, Jr.
Director, Minority Affairs
Skagit Valley Community College
Mt. Vernon, WA 98273

Curt Martin
Asst. to the Dean for Minority Affairs
Oregon College of Education
Monmouth, OR 97361

Thelma Pegues
Instructor
Seattle Central Community College
Seattle, WA 98122

Dr. James Martin
Assistant Professor
University of Montana
Missoula, MT 59801

Arthur Scott
Assistant Professor
Cal State University
Hayward, CA 94542

Shirley Smith
Specialist
Seattle Public Schools
Seattle, WA 98122

Julius Stokes
Instructor
Portland Community College
Portland, OR 97230

Pearl Spears
Associate Director
Urban Teacher Education Program
Portland, OR 97211

William Tanner
Assistant Professor
University of Montana
Missoula, MT 59801

William Sterling, Director
Minority Affairs
Yakima Valley College
Yakima, WA 98902

*Gregory Branch, Director
Black Studies Program
Humboldt State University
Arcata, CA 95521

*Dr. George Mills
Director, Ethnic Studies
University of Oregon
Eugene, OR 97403

*Henry Oliver
Special Lecturer
Boise State University
Boise, Idaho 83725

APPENDIX B

Program Schedules

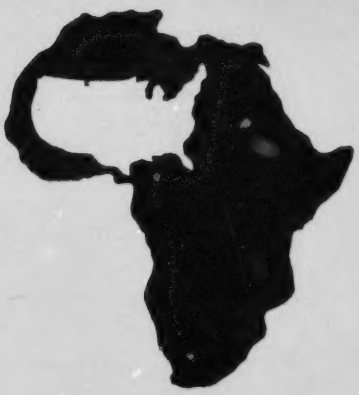
PACIFIC NORTHWEST BLACK STUDIES

SUMMER WORKSHOP

Summer Institute For Curriculum Planning

And Perspectives In Afro-American Studies

July 14 through August 1

19  75

BLACK STUDIES PROGRAM

WASHINGTON STATE UNIVERSITY

FUNDED BY

U.S. Office of Education

Ethnic Heritage

PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP

July 14 - August 1, 1975

Summer Institute for Curriculum Planning and Perspectives

in Afro-American Studies

Dear Participant:

The Black Studies Program and the Staff of the Pacific Northwest Black Studies Summer Workshop are anticipating your visit to Washington State University and welcome your participation in all aspects of the workshop program.

Those who have been selected to participate have indicated through their educational or administrative involvement, that they have a strong undying faith in the future growth and development of Black Studies as an academic discipline in America. The number of participants has been purposely limited in order that we might become a closely knit working group dedicated to the logical and scientific task of upgrading and revitalizing Black Studies courses, curriculum and teaching methods.

Enclosed is a schedule of sessions, panels, lectures and group activities. The Program has been designed to create the necessary effect of "movement," not only from class to class, but from one educational and ideological Black experience to another. Each activity will begin promptly as scheduled. Consequently, we urge you to arrive early on or before July 14 for registration and orientation procedures. Hopefully, you have executed and forwarded the acceptance, graduate course enrollment, and housing forms mailed earlier. There is the possibility, due to supplemental funding, that a fourth week might be offered to interested participants for graduate credit in Education 600, Special Projects.

Again, we look forward to all of us working together to achieve the goal of excellence in Black Studies.

Sincerely,

Talmadge Anderson
Project Director

Leon Black, Jr.
Workshop and Institute Director

PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP (p. 1)

July 14 - August 1, 1975

FIRST WEEK

Time	Monday, July 14
8:30 a.m.	Registration and Coffee Registration for Ed. 410 Stipend Recipients Check-list Packets and Materials Pre-Conference Evaluation Project Assignment I Afro-American Book Display
10:30 a.m.	Welcoming Remarks: Wallis Beasley, Executive Vice-President, WSU
10:45 a.m.	Introduction - Announcements Talmadge Anderson, Workshop Leon Black, Assistant Director
12:00	Lunch
2:00 p.m.	Address: Dr. Robert E. Staples, Chairman Graduate Program in Sociology University of California, San Francisco Topic: Black Studies - Academic Rationale and Challenge
3:00 p.m.	Question and Discussion Period
3:40 p.m.	Free Period
8:00 p.m.	Reception and Cocktail Hour

Time	Tuesday, July 15
9:00 a.m.	Address: Dr. William Harris, Director Black Studies Program Portland State University Topic: National Academic Outlook on Black Studies
10:00 a.m.	Panel: Black Studies in the Pacific Northwest Workshop Participants - Dr. William Harris, Consultant
11:30 a.m.	Question and Discussion Period
12:00	Lunch

July 14 - August 1, 1975

Time	Tuesday, July 15 (cont.)
1:30 p.m.	Afro-American and African Studies: A Synthesis Professor Leon Black, Black Studies Program Washington State University
2:30 p.m.	Black Studies Directors and Teachers: Role Description and Orientations Dr. Robert Staples, University of California, San Francisco
3:40 p.m.	Panel: Student Perspectives on Black Studies

Time	Wednesday, July 16
9:00 a.m.	Pacific Northwest Black History Project Presentation: A Consortium Project of KWSU-TV, Black Studies and the Department of Education Quintard Taylor, Project Content Specialist and Assistant Professor, Black Studies Program, Washington State University
10:00 a.m.	Film Documentary: History of Blacks in the Pacific Northwest
11:30 a.m.	Tour of Facilities
12:00	Lunch
1:30 p.m.	Black Studies Books, Reference and Resource Materials Fauline Lilje, Chief, Social Science Division Library
3:00 p.m.	Tour of Library Facilities
3:30 p.m.	Interdisciplinary Approach to Black Studies: Meaning and Implications Dr. Robert Grunewald, Department of Education, Washington State University

Time	Thursday, July 17
9:00 a.m.	Group Formations and Project Assignments
10:00 a.m.	Black Studies Program Development and Administration Academic Staffing and Qualifications - Group Session
11:30 a.m.	Synthesis and Discussion

July 14 - August 1, 1975

Time	Thursday, July 17 (cont.)
12:00	Lunch
1:30 p.m.	Comparative Black Studies Curricula and Programs: A National Sampling (Descriptive Folders for Participants) Discussion Leader: Staff
2:30 p.m.	Separate or Integrated Black Studies Theoretical and Practical Conclusions PNBSI Participants - Panelists
3:30 p.m.	Film: Black History: Lost, Stolen, or Strayed

Time	Friday, July 18
9:00 a.m.	Black Studies in Elementary and Secondary Education
10:00 a.m.	Disposition of States Towards Ethnic Education in Secondary Schools and Colleges
11:00 a.m.	Workshop Critique and Evaluation
12:00	Lunch
1:30 p.m.	Library and Project Study

SECOND WEEK

Time	Monday, July 21
8:30 a.m.	Staff Meeting Meeting of all WSU Workshop Staff
10:00 a.m.	Black Economic Progress and Business Development in the West and Pacific Northwest Guest Consultant: Donald H. Alexander, Ass't Vice-Pres. Seattle First National Bank Head Office Branch
11:00 a.m.	Developing a Black Economics Course Talmadge Anderson, Assistant Professor, Marketing Washington State University
12:00	Lunch

July 14 - August 1, 1975

Time	Monday, July 21 (cont.)
1:30 p.m.	The Study of Black Politics in America Ed Reed, Assistant Professor of Black Studies Washington State University
3:00 p.m.	Outline of Black History Before the Civil War Dr. Michael Porter, Assistant Professor, Afro-American History, Washington State University
4:30 p.m.	Comments and Discussion
**********	Eva L. Bridges, Afro-American Books and Materials Specialist, will be available for consulting and will display books and materials the week of July 21.

Time	Tuesday, July 22
8:30 a.m.	Workshop Group Meetings
9:30 a.m.	The Dialectics of Black-White Sociology Robert Davis, Department of Sociology Washington State University
11:00 a.m.	African History and Cultures: A Structural Survey Leon Black, Assistant Professor, Black Studies Washington State University
12:00	Lunch
1:30 p.m.	Survey and Perspectives on African Literature Arnold Sparks, Instructor of Black Literature and Poetry Washington State University, Current Appointment - Univ. of Texas
2:40 p.m.	Survey of Afro-American Music: Historical and Contemporary Perspectives Marion Smith, Department of Music Washington State University
4:30 p.m.	Discussion Period

Time	Wednesday, July 23
8:30 a.m.	Workshop Group Sessions
9:30 a.m.	Race Conflict and Black Ideologies Clarence L. Williams, Director of Black Education Program, Eastern Washington State College

July 14 - August 1, 1975

Time	Wednesday, July 23 (cont.)
10:30 a.m.	Socio-Political Implications of Black Nationalism: An Academic Perspective Robert Davis, Department of Sociology Washington State University
11:30 a.m.	Question and Discussion Period Clarence Williams and Robert Davis, Respondents
12:00	Lunch
1:30 p.m.	Politics of Black Americans Ed Reed, Assistant Professor, Black Studies Washington State University
2:40 p.m.	Black History After the Civil War Dr. Michael Porter, Assistant Professor of Afro-American History, Washington State University
3:50 p.m.	Discussion: Issues and Controversy in Black History

Time	Thursday, July 24
8:30 a.m.	Black Visual Art: Slides Presentation Michelle Banks, Department of Fine Arts and Black Studies, Washington State University
10:00 a.m.	Black Sociology and Culture Robert Davis, Department of Sociology Washington State University
11:30 a.m.	Comments and Discussion
12:00	Lunch
1:30 p.m.	Afro-American Literature and Poetry: Content and Analysis Arnold Sparks, Instructor of Black Literature and Poetry Washington State University, Current Appointment - Univ. of Texas
2:40 p.m.	Black Theater and Drama Play: The Dutchman Director: Willie Calhoun
4:00 p.m.	Survey of Black Theater and Drama Professor Willie Calhoun Department of Speech and Black Studies Program Washington State University

July 14 - August 1, 1975

Time	Friday, July 25
9:30 a.m.	Commentary and Summary Considerations and Perspectives: Social and Political Issues in Ethnic Education W. H. McClendon, Director of Black Studies Reed College Portland, Oregon
10:30 a.m.	Responses and Discussion
11:00 a.m.	Project Assignment and Evaluation

THIRD WEEK

Time	Monday, July 28
8:30 - 9:20	Staff Meeting
9:30 - 10:20	Psychological Aspects of Black Studies Curriculum Development: Negative and Positive Self-Concepts Dr. Janet Helms, Department of Education and Counseling Center, Washington State University
10:30 a.m.	Response and Discussion Period
11:00 a.m.	General Work Session Identification and Assessment of Common Problems in: A. Course Initiation B. Program Initiation and Development C. Course(s) Structure and Design D. Teacher Preparation, Qualifications and Availability E. Content, Resources and Materials F. Administration and Faculty Support G. Financial and Budgetary Limitations General Work Session Leader: Pam Green and Staff
12:00	Lunch
1:30 p.m.	Group Work Sessions: Definition and Statement of Specific Concerns and Problems Group I - Instructional
3:30 p.m.	Group II - Administrative

PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP (p. 7)

July 14 - August 1, 1975

Time	Tuesday, July 29
9:30 a.m.	General Work Session Report - Summary Group I Group II
10:30 a.m.	Setting and Achieving Goals and Standards in Black Studies Dr. Charles E. Mosley, Chairman African Association for Black Studies Chicago State University
11:30 a.m.	Question and Answer Period
12:00	Lunch
1:30 p.m.	Consultant and Panel "Speaking to Specific Issues and Problems in Black Studies" Dr. Charles E. Mosley, Consultant
3:30 - 4:30	Library - Project Study

Time	Wednesday, July 30
8:30 a.m.	Staff Meeting
9:30 a.m.	Relevance of the Black Studies Curriculum to the Black Community Dr. Charles E. Mosley
10:30 a.m.	Black Studies Community Projects and Programs
12:00	Lunch
1:30 p.m.	Curriculum Designs and Teaching Methodology in the Humanities Literature and Poetry - Arnold Sparks Afro-American Music - Marion Smith Drama and Theater - Willie Calhoun Fine Arts - Michelle Banks
3:30 p.m.	General Pedagogical Procedures Open Discussion

Time	Thursday, July 31
8:30 a.m.	Groups - Project Discussion

PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP (p. 8)

July 14 - August 1, 1975

Time	Thursday, July 31 (cont.)
9:30 a.m.	Curriculum Designs and Teaching Methodology in the Social Sciences History - Leon Black Sociology - Robert Davis Politics - Ed Reed
12:00	Lunch
1:30 p.m.	Completion of Project Assignments
3:30 p.m.	Evaluation, Summary and Projected Needs for Next Institute Final Registration for Fourth Week Education 600 - Special Projects

Time	Friday, August 1
7:30 a.m.	Workshop Survey and Evaluations Project Submissions
10:30 a.m.	Concluding Sessions Remarks: Institute Director and Staff
12:00 - 5:00 p.m.	Check-out Procedures

PACIFIC NORTHWEST BLACK STUDIES

SHORT TERM INSTITUTE

Development of Cross-Cultural and Interdisciplinary

Course Models in Black Studies

August

4 - 8

19 **75**

BLACK STUDIES PROGRAM

WASHINGTON STATE UNIVERSITY

FUNDED BY

Office of Education

Bureau of Post Secondary Education

PACIFIC NORTHWEST BLACK STUDIES SHORT-TERM INSTITUTE

August 4-8, 1975

U.S.O.E. Higher Education Personnel Institute

Washington State University
Black Studies Program

Washington State University has been funded to conduct a one-week Black Studies Institute beginning August 4-8. Basically, the Institute will be a continuation of the curriculum and program development activities initiated during the current summer workshop.

The Institute will specifically be concerned with the development of cross-cultural and interdisciplinary course models or modules in Black Studies. Models will be constructed based on the formal academic training of each participant through independent study. The first three days will include at least one seminar and lecture period conducted by consultants in the Afro-American studies field. Professor Ewart Guinier, Chairman, Department of Black Studies at Harvard University; and Dr. William E. Sims, Professor of Education at Colorado State University are scheduled as major consultants.

Graduate credits (3) will be allowed each participant in Education 600, Special Projects, Independent Study. A maximum stipend of $75 plus a $30 allowance for one dependent will be paid to selected participants.

Although new participants will be selected, it is expected that a number of the persons currently enrolled in Education 410 under the Pacific Northwest Black Studies Summer Workshop will continue for credit in Education 600.

The purpose of the August 4-8 Institute is to permit participants to research and prepare functional academic course models or modules in Black Studies for submission and, hopefully, adoption by their respective post-secondary institutions. Administrator and counselor participants will draw up administrative and counseling programs for implementation at their respective college or university. Most of the activity of the Institute will include individual consulting, library research and independent study.

Providing you plan to enroll in the August 4-8 Institute, please contact Talmadge Anderson, Director of Black Studies, or Leon Black, Director of Pacific Northwest Black Studies Summer Institute.

If you know of persons not attending the current workshop who may be interested in enrolling the fourth week, you may submit their names or have them contact the Director.

PACIFIC NORTHWEST BLACK STUDIES SHORT-TERM INSTITUTE (cont.)

August 4-8, 1975

Development of Cross-Cultural and Interdisciplinary Course Models in Black Studies

DAY I — Monday, August 4

8:30 a.m. Registration

9:00 a.m. Introductory Remarks: Leon Black, Workshop Director

9:30 a.m. Seminar: Professor William Sims, Associate Professor
Department of Education
Colorado State University

Topics: Black Studies in Land Grant Colleges
Comparative Programs

12:00 Lunch

2:00 p.m. Group Session and Individual Consultation
Professor William Sims - Consultant

DAY II — Tuesday, August 5

9:00 a.m. Seminar: Professor Ewart Guinier, Harvard University
Topic: Representative Black Studies Programs - Eastern
Chairman: Afro-American Studies Department

12:00 Lunch

2:00 p.m. Group Session and Individual Consultation
Professor Guinier - Consultant

DAY III — Wednesday, August 6

9:00 a.m. Lecture: Dr. Hollis R. Lynch, Professor of History
Columbia University
Topic: African - Afro-American Interaction, 19th Century
Discussion: Representative Course Model

12:00 Lunch

2:00 p.m. Panel: Professors Guinier and Sims
Topic: Cross-Cultural Interdisciplinary Black Studies Course Models

(continued)

PACIFIC NORTHWEST BLACK STUDIES SHORT-TERM INSTITUTE (cont.)

August 4-8, 1975

Development of Cross-Cultural and Interdisciplinary Course Models in Black Studies

DAY III(cont.)	Wednesday, August 6(cont.)
7:30 p.m.	Lecture: Professor Hollis R. Lynch Topic: Black Urban Condition - Historical and Contemporary Course Model on the Black Urban Condition
DAY IV	**Thursday, August 7**
9:00 a.m.	Lecture: Professor Hollis R. Lynch Columbia University Topic: African - Afro-American Interaction, 20th Century Discussion: Representative Course Model
12:00	Lunch
2:00 p.m.	Individual Study Project Submissions
2:20 p.m.	Independent Study - Available Consultants: Assistant Professor Leon Black Assistant Professor Michael Porter Assistant Professor Sylvia Bennett Professor Hollis R. Lynch
7:00 p.m.	Lecture: Ms. Sylvia Bennett Topic: Health Sciences in the Black Studies Curriculum Discussion: Representative Course Models
DAY V	**Friday, August 8**
9:00 a.m.	Independent Study - Available Consultants: Professors Black, Porter, Bennett
DAY VI	**Saturday, August 9**
9:00 a.m.	General Workshop Session
	Closing Remarks
	Submission of Completed Projects

APPENDIX C

Assignments

ASSIGNMENTS

Please note the assignments listed below. For accurate and effective evaluation of the workshop and your performance, please submit each promptly when due. If you have questions concerning the assignments, see the Asst. Director in Wilson 113 during the immediate 1 1/2 hours following each day's sessions or during any lunch hour. Other information which may be useful in the preparation of your assignments include:

A. Typing: Student workers are available to type assignments. However, due to work schedules, all work must be submitted no later than Wednesday of each week. Also, two typewriters are available for persons doing their own typing. For typewriter use, see Ms. Kathy Baker in 112 Wilson.

B. Procedure for Submitting Assignments: At some point during the first two days of the workshop, two Group Leaders will be selected from among you. One of the responsibilities charged to these individuals will be the collection of completed assignments. If, for any reason, you cannot follow this procedure, you may submit your completed work to the Asst. Director in 113 Wilson.

C. Resource Materials and Data: On the second day of the workshop you will be given a tour of the campus library facilities. At this time it is expected that you will, through staff assistance, become aware of the existence and location of all its holdings related to Black Studies. This, along with the on-going aid of staff members and the interaction and exchange among yourselves, should make the assignments rewarding and beneficial exercises.

I. Due Friday, July 18, 1975

Analytical essay on state and direction of Black Studies in the nation. Compare and contrast situation in the nation with that of the Pacific Northwest (PNW) and the West Coast in general. Share with workshop participants and staff your philosophy of Black Studies and means you would employ to achieve maximum effectiveness on the secondary and/or post-secondary level.

II. Due Friday, July 25, 1975

Administrative

Analytical Essay: Administrative problems peculiar to Black Studies. Comparative status with that of other academic areas (English, History, etc.)

II. Due Friday, July 25, 1975 (cont.)

Instructional

Descriptive essay depicting relevance of your particular discipline (History, Sociology, Nursing, etc.) to Black Studies and its place in total curriculum. Develop representative syllabi (two) in your area.

Example: Music - (a) Jazz; (b) Black Music Survey
History - (a) Comparative Slave Systems;
(b) Missionaries in Africa

III. Due Friday, August 1, 1975

Administrative

Develop the following:
(a) A Representative Grant Proposal
(b) A Community Project
(c) A Statement of Departmental Philosophy

Instructional

Develop the following:
(a) A Course Syllabi (three) - for different areas within your discipline (follow example in II. Instructional)
(b) New Course Proposals (two) - stating justification for courses, tentative outlines (with attached syllabi) with proposed and extended bibliographies

IV. Due Friday, August 8, 1975

Workshop activity during the week of August 4-8 will focus primarily on curriculum development. Accordingly, you will be expected to develop - in your area of interest of discipline - a cross-cultural and/or interdisciplinary Black Studies course model which should include:

A. Statement of Objective(s)
B. Rationale
C. Note on Structure, Implementation and Focus
D. Outline (Syllabus)
E. Statement on Applicability to Black Studies Curriculum
F. Bibliography

Utilize your consultants fully. Should you have any questions concerning this assignment, the Director is available for consultation in 113 Wilson.

Ideally, this assignment should be completed and submitted before your departure. If this is not possible, you may mail it directly to the Director no later than one (1) week after departure.

APPENDIX D

Evaluative Tools

Opening Survey

This questionnaire consists of a number of statements and opinions which might reflect most nearly your initial feelings prior to the beginning of this institute. Please indicate the extent of your agreement or disagreement with each of the following statements by choosing one of the following numbers:

1 2 3 4 5
strongly agree strongly disagree

For your information . . .

_____ I came to this institute out of curiosity.

_____ I came to this institute through my interest in Black Studies.

_____ My institution insisted I come.

_____ Well, it's summer, and I needed a vacation.

_____ I have never attended an institute of this nature.

_____ I have a vague idea of what Black Studies is all about.

_____ There is absolutely no validity in having a distinct program in Black Studies.

_____ I feel comfortable and at ease in administering a Black Studies Program.

_____ I am quite familiar with structuring Black Studies Programs.

_____ Writing new courses and curricula in Black Studies is second nature to me.

_____ I believe a degree in Black Studies can replace the traditional Liberal Arts Program.

(continued)

Opening Survey (cont.)

In all sincerity . . .

_____ An institute of this nature should only include Black participants.

_____ I feel rather comfortable with the proposed subject matter and content.

_____ I have always supported the concept of Minority Studies.

_____ There is a need for institutes of this nature.

_____ Black Studies as an academic discipline has been a key factor in correcting impartial and distorted krowledge concerning contributions by Black Americans.

_____ Black Studies should only be taken by Black students.

_____ I have no idea of what a degree in Black Studies equips students to do.

To tell you the truth . . .

_____ I hope to gain a lot in human relations from this institute.

_____ Really, I don't think I'll learn too much here.

_____ I hope this experience will give me more positive attitudes towards Blacks.

_____ I specifically hope that this institute will aid me in initiating a program in Black Studies at my institution.

_____ I came to this institute looking for new ideas to strengthen the Black Studies program at my institution.

_____ More colleges should register for this type of institute.

Educational and Professional Background Survey

1. State the areas of your formal training or academic discipline:

_____

_____

_____

2. Indicate certificate(s) or degree(s) obtained:

M.S. or M.A. _____

M.F.A. _____

M.A.C.E. _____

Ed. M. _____

Ed. D. _____

M.A.T. _____

Ph.D. _____

D.A. _____

Other _____

3. In what area would you prefer to develop a functional Black Studies Course Module:

_____ Art

_____ African History

_____ Afro-American History

_____ Communications

_____ Black Rhetoric

_____ Sociology

_____ Education

_____ Political Science

_____ Music

_____ Economics

_____ Health Sciences

_____ Literature

_____ Psychology

_____ Other _____

_____

End of First Week Survey

"INSTANT FEEDBACK"

1. Do you think your time is being used effectively?

not at all about right very much

2. Is there sufficient discussion following activities?

not at all about right very much

3. Is the workshop informative enough on the Black experience?

not at all about right very much

4. Have you received sufficient direction from workshop and participants to realize individual and group objectives?

5. Have you any directions within which you hope to see the workshop address itself within the second week?

Any additional comments:

End of Second Week Survey

Are the objectives of the institute stated:

( ) clearly ( ) somewhat clearly ( ) vaguely

Are the class sessions of the institute:

( ) interesting ( ) vague and ill-defined ( ) fairly defined

I expected to attend class sessions:

( ) daily ( ) sporadically ( ) whenever possible

I wish more demonstration was provided:

( ) yes ( ) no ( ) it's adequate for now

More group discussion and less lecture would suit me just fine:

( ) yes ( ) no ( ) things are adequate so far

I would like to spend more time in an area that interests me:

( ) yes ( ) no ( ) things are adequate so far

Summer Institute 1975 **Field Activity Poll** PNBSI - WSU

Please check the word or phrase which best describes your present situation relating to Black oriented courses at your Institution.

1. I am presently involved to some extent, teaching or administrating, in the development of Black Studies courses. ( ) yes ( ) no

2. On return to my institution I was able to stir more interest towards the development of Black Studies courses. ( ) yes ( ) no

3. The Library materials in Black Studies at my Institution has ( ) increased, ( ) remained the same, ( ) decreased.

4. As a result of obtaining the Washington State University Guide to Black Studies Materials, I have recommended that our Library purchase more Black Studies books and periodicals. ( ) yes ( ) no

5. At my school, the teachers of Black Studies courses are ( ) Black, ( ) White, ( ) both.

6. Most of the students taking Black Studies courses are ( ) Black, ( ) White, ( ) both.

7. The interest in Black Studies at my school is ( ) significant, ( ) fair, ( ) poor.

8. A Summary Report of the Summer Workshop Materials might be helpful in my teaching or administrative efforts in Black Studies. ( ) yes ( ) no

9. I would like to have a member of the Summer Workshop Staff visit me at my Institution to survey the status of Black Studies courses after March 1. ( ) yes ( ) no

10. Should a workshop staff member visit, I would like for the person to meet with _____ at my Institution to discuss specific problems in the area of Black Studies courses.

11. I recommend the following date, after March 1, for a visitation: _____.

Please give your current address and telephone:

_____

_____

_____

_____

_____

PLEASE RETURN IMMEDIATELY

Pacific Northwest Black Studies Summer Workshop and Short-Term Institute

Evaluation Survey

On the Institute itself.....

1. The number of people attending was: ( ) too many, ( ) too small, ( ) an OK number, ( ) did not matter

2. I wish there had been more diversity among participants:
   ( ) yes ( ) no ( ) did not matter

3. The consultants and instructors of the Institute were:
   ( ) well experienced ( ) innovative and suggestive
   ( ) poorly prepared and didn't know as much as I

4. Materials and resources provided were:
   ( ) sufficient ( ) minimal ( ) didn't matter

5. The workers were:
   ( ) much too structured ( ) needed more structure
   ( ) ill defined and vague ( ) didn't matter

6. Most of the areas of my interest were presented:
   ( ) yes ( ) no ( ) explain

7. The objectives were: ( ) clear ( ) vague ( ) sufficient
   The methodology was: ( ) clear ( ) vague ( ) sufficient

8. Lectures were: ( ) too long ( ) short ( ) sufficient
   Discussions were: ( ) too long ( ) short ( ) sufficient

9. A presentation of the national outlook on Black Studies was:

   ( ) helpful ( ) relevant ( ) good information to have

10. The presentations of teachers' expectations, role descriptions, etc. were:

    ( ) helpful ( ) relevant ( ) good information to have

11. The presentation of current considerations and perspectives in Ethnic education was:

    ( ) helpful ( ) relevant ( ) good information

Did the Institute.....

1. Help you to understand the need for a Black Studies Program on your campus?

   yes / no Explain:

2. Help you to understand the need for teacher preparation and qualifications in Black Studies Programs?

   yes / no Explain:

3. Aid in ideas for new courses?

   yes / no Explain:

4. Help you to diversify your Black Studies Program and include community resources?

   yes / no Explain:

5. Aid you in communicating with other departments and various Black Studies Programs concerning your particular program?

   yes / no Explain:

6. Aid in understanding that Black Studies should be utilized as a means of fulfilling regular University (graduating curriculum) requirements?

   yes / no Explain:

7. Aid in understanding the need for constant reorganization and structure growth in your Black Studies Program?

   yes / no Explain:

8. Aid in identifying specific issues and problems at your institution?

   yes / no Explain:

Reflecting.....

1. Has the Workshop been helpful in fostering ideas toward eliciting administrative support of Black Studies Programs?

   yes / no Explain:

2. Has the Institute aided you in developing curriculum dealing with Minority Studies?

   yes / no Explain:

3. Has the Institute aided you in facilitating participation by students in Black Studies Programs?

   yes / no Explain:

4. Have financial resource alternatives been offered for Black Studies purposes?

   yes / no Explain:

5. Do you feel the Black Studies Program should function as an:

   (a) independent department (b) integrated into other disciplines

   (c) Explain:

6. Has the Institute given you an idea of what a degree in Black Studies equips students to do?

   yes / no Explain:

7. Has the Institute satisfied your interest/curiosity about Black Studies?

   yes / no Explain:

8. Has the Institute identified and assessed common problems in Black Studies administration?

   yes / no Explain:

Since this Workshop.....

1. I feel Black Studies should only be taken by Blacks?

   yes / no

2. I feel Black Studies should be interdisciplinary in nature?

   yes / no

3. I feel more or less comfortable in administrating a Black Studies program?

   yes / no

4. I feel more institutes of this nature should have emphasis on . . .

   Explain:

5. I think that having a distinct program in Black Studies is . . .

   Explain:

6. I feel the Black Studies Program at my institution needs . . .

   Explain:

What did you (gain, receive, appreciate) from . . .

A. Courses at the Institute?

B. Lectures and discussions?

C. Descriptive assignments?

Another Institute of this nature should specifically focus upon . . .

Explain:

When I return to my institution.....

1. I will foster/institute these particular courses as a result of the workshop . . .

   Explain:

2. I will foster/institute:

   (a) more Black Studies majors (b) program development
   (c) administrative structure . . .

   Explain:

3. I will foster/present the ideal elicited from the workshop to various:

   (a) others (b) departments (c) programs on my campus

   Explain:

1. Do you teach any Black Studies or Black oriented courses? If so, how many and in what disciplines.

2. How many, if any, Black oriented functions, i.e. speakers, forums, etc., have taken place to date?

3. Did your program schedule activities to coincide with Black History Week? If so, what? Was it well attended?

4. What kind and how many Black oriented activities are scheduled for the remaining academic year?

5. Have any additional Black faculty members been hired since September 1975?

6. Are there plans to hire additional Black faculty members for the 76-77 academic year? If so, how many and in what disciplines? If not, what disciplines need representing?

7. Have any new Black oriented courses been developed since September 1975? If so, how many and in what disciplines?

8. Are there plans to develop any new Black oriented courses for the 76-77 academic year? If so, how many and in what disciplines?

9. What kind of success has your program had in augmenting your present library materials that relate to the Black experience? Number of new books, periodicals, films, etc. Black bibliographies, etc.

10. How can we at WSU Black Studies best assist you in developing your Black Studies Program?

11. How has the Pacific Northwest Black Studies Workshop helped you in the progress of developing Black oriented courses or Program?

APPENDIX E

Media Coverage

PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP

July 14 - August 1, 1975

PACIFIC NORTHWEST BLACK STUDIES SHORT-TERM INSTITUTE

August 4 - 8, 1975

Spokane Daily Chronicle, Friday, June 6, 1975.

Black Studies Sum Awarded

PULLMAN, Wash.—Washington State University has been awarded a $30,000 grant by the U.S. Department of Education's Ethnic Heritage division to conduct a Pacific Northwest black studies summer workshop July 14-Aug. 1.

The workshop will be under the direction of Prof. Talmadge Anderson, director of WSU's Black Studies Program.

Spokane Daily Chronicle, Saturday, July 12, 1975.

Black Workshop Monday at WSU

PULLMAN, Wash. — Black Studies college and university professors from colleges and universities from seven western states are expected to take part in a Pacific Northwest Black Studies Semmer Workship which begins here Monday and continues through Aug. 1.

A grant from the U.S. Office of Education, Ethnic Heritage Programs, will be used to fund the workshop. Prof. Talmadge Anderson, director of the WSU Black Studies Program, will direct the workshop.

Sessions will be concerned with reassessing, upgrading and revitalizing Black Studies courses, curriculum and teaching methods, Prof. Anderson said.

Among the principal consultants and speakers will be Dr. Robert Staples, of the University of California, San Francisco, noted contemporary writer and author in the area of Black Sociology. Dr. Charles E. Mosley, chairman of the Division of Cultural Studies at Chicago State University and President of the African Association of Black Studies, will conduct sessions the week for July 28.

Several Black Studies program directors from the Pacific Northwest will make presentations, including Prof. Clarence Williams, of Eastern Washington State College, Cheney; Dr. William Harris, Portaind State University, and Prof. W. H. McClendon, of Reed College, both located in Portland, Oregon.

Prof. Leon Black, who joined the WSU Black Studies Program faculty recently from Columbia University, N.Y., will assist Prof. Anderson in directing the three-week workship.

Vol. 81, Number 183 Monday, August 4, 1975

Black Studies awarded grant

The Black Studies Program at WSU has been awarded a $10,000 grant by the U.S. Office of Education, Bureau of Postsecondary Education, to conduct a week-long Black Studies Short Term Institute Aug. 4-9.

Prof. Talmadge Anderson, director of the Black Studies Program, said the grant is a follow-up to the currently funded Pacific Northwest Black Studies Summer Workshop funded by the U.S. Office of Education, Ethnic Heritage Programs. That workshop now is under way at WSU.

Participants in the Black Studies Short Term Institute will develop cross-cultural and interdisciplinary course models in Black Studies, Anderson said. Graduate credit in Education 600, Special Projects, will be awarded to those successfully completing the course.

Prof. Ewart Guinier of Harvard University, Cambridge, Mass., and Prof. William E. Sims, Colorado State University, Fort Collins, Colo., are scheduled as consultants for the institute.

Spokane Daily Chronicle, [illegible], July 22, 1975. 8

Grant Boosts Black Studies

PULLMAN, Wash. — The Black Studies Program at Washington State University has been awarded a $10,000 grant by the U.S. Office of Education, Bureau of Postsecondary Education, to conduct a week-long Black Studies Short Term Institute Aug. 4-9 at WSU.

Prof. Talmadge Anderson, director of the Black Studies Program at WSU, said the grant is a follow-up to the currently funded Pacific Northwest Black Studies Summer Workshop funded by the U.S. Office of Education, Ethnic Heritage Programs. That workshop now is under way at WSU.

Spokane Daily Chronicle 3
Wednesday, July 2, 1975

Sessions to Open on Black Studies

PULLMAN, Wash.—The Pacific Northwest Black Studies Institute gets under way at Washington State University Monday under the theme "The Development of Cross Cultural and Inter-disciplinary Course Models in Black Studies."

Prof. William Sims of Colorado State University will serve as discussion leader at the weeklong conference aimed at reviewing Black Studies in Land Grant Colleges and their comparative progams.

Prof. Leon Black, workshop director, said the institute is being funded by the Office of Education, Bureau of Post Secondary Education, with a $10,000 grant made to the Black Studies Program here.

The grant is a follow-up to a PNW Black Studies Summer workshop, funded by the U.S. Office of Education, Ethnic Heritage Programs, which ended Aug. 1, added Prof. Talmadge Anderson, director of the WSU Black Studies Program.

Other consultants for the Aug. 4-8 institute include Professor Ewart Guinier, Harvard University, Cambridge, Mass., and Dr. Hollis R. Lynch, professor of history, Columbia University, New York City.

WSU faculty involved in the conference in addition to Anderson and Black include Michael Porter and Sylvia Bennet, assistant professors.

12 THE SPOKESMAN-REVIEW Spokane, Wash., Thursday, July 31, 1975.

Black studies workshop

Curriculum design tackled

By EDWARD W. COKER JR.
Spokesman-Review Staff Writer

A federally funded workshop on curriculum development for black studies teachers is under way at Washington State University in Pullman.

Purpose of the three-week program, now in its second week, is to assist its 25 participants in creating curiculum and teaching innovations in black studies, Talmadge Anderson, chairman of the school's Black Studies Department, said.

"If Black Studies is going to become an accepted and legitimate field of intellectual inquiry, it must become more structured and more professional in its curriculum design," he said.

Anderson said all the workshop participants are post-secondary teachers, and all have helped develop black studies curricula at their community or four-year colleges.

During the first week of the workshop, participants assessed their Black Studies programs, he said.

"Now we are dealing with the concept and subject matter of Black Studies' courses and working on teaching perspectives for courses," Anderson said.

During the third week, he said, the participants will develop cross-culture and interdisciplinary course models for their programs.

Anderson said the ultimate goal of the program is equipping the participants with the tools to develop Black Studies programs that will fit traditional academic designs.

"It is because they did not fit the traditional mold that many Black Studies programs across the country has met their demise," Anderson said.

Scheduled to speak at the workshop next week are Dr. Ewart Guinier, chairman of the Afro-American Studies Department at Harvard University; Dr. William Sims, professor of education at Colorado State University, and Dr. Hollis Lynch, history professor at Columbia University.

Black Studies studied

A trio of experts in Black Studies curriculum development have been working with educators and administrators from the Pacific Northwest this week at WSU.

William Sims, associate professor of education from Colorado State University; Ewart Guinier, chairman of the Afro-American Studies department at Harvard University, and Dr. Hollis R. Lynch, professor of history from Columbia University, have been consultants to the Pacific Northwest Black Studies Short Term Institute.

Sponsored by the Black Studies program at WSU, the institute was funded by the Office of Education, Bureau of Post Secondary Education.

Classes and programs in Black Studies cannot be initiated without thought of their future, Sims said.

Each Black Studies program added to the university also adds problems to budgets, he added. With committment to the program comes committment to space, equipment, people, time and money.

Sims said there was contempt for the Black Studies programs from the start since many faculty members in other departments were complaining that they too needed money.

Black Studies programs need to develop curricula carefully to insure continuing courses, he reported. The speed at which the programs were established also may have hurt during the early years, according to this visiting professor.

Sims said many young students were pleased that demands were met and courses were undertaken in a semester, but the haste may have caused some instability.

"These first Black Studies directors were told to get faculty support and courses in a semester's time," the educator said.

He urges educators and administrators to maintain a high degree of competence in Black Studies faculty.

"The curriculum is only as good as the capabilities of its teachers," Sims continued. "Where good recruiting was demanded, the programs remain strong."

Guinier said even though agreement on any issue is not possible by all, "understanding" is.

"If our country is to remain viable, there must be understanding about blacks and their part in the total U.S. history," Guinier declared.

Education is the art of becoming human, he added. It is up to colleges and universities to provide a liberal education to stimulate learning the rest of a student's life.

To have a functional education we must understand our nation—where we are, Guinier said.

"However, we cannot understand the United States without understanding those studies now called black," he emphasized.

Guinier said black history must be a part of the review of the country's historic and political communities.

"Black Studies must educate the dominant society as well as black people," he added. "It has a function to kindle pride in black heritage."

He encouraged institute members to have pride in the black race but not be anti-anyone. History then will become more meaningful, he added.

The Harvard professor said educators must help to define the purpose of Black Studies, and its functions.

Dr. Hollis, a recognized "historian of black ideas," said that another important role of Black Studies is to emphasize the migration and urbanization of blacks throughout history.

He said literature on black migration was first confined to reports of the New York City and Chicago areas. When Lynch was asked to write a textbook on migration and life in the city for blacks, he said he found only a limited number of books on the subject. He said much original research was then needed for him to complete his text. "The Black Urban Condition, A Documentary History 1886-1971."

Alexander to address Black Studies Workshop

Don H. Alexander, of Seattle, assistant vice president of Seattle First National Bank, will discuss "Black Economic Progress and Business and Development in the West and Pacific Northwest" Monday, July 21, on the Washington State University campus.

Alexander will address a session of the Pacific Northwest Black Studies Summer Workshop being held at WSU. His talk is set for Monday at 10 a.m. in the Fine Artz auditorium.

The banking executive has been instrumental in aiding black students to find part-time jobs and scholarships and promote social and cultural activities.

In 1974 he authored and published a book under his firm, DHA and Associates, entitled "Banking for the Non-Banker." The book informs persons with small businesses on how to prepare themselves before going to a bank to ask for a loan.

The Pacific Northwest Black Studies Summer Workshop, under the direction of Prof. Talmadge Anderson, director of the WSU Black Studies Program, is funded by a grant from the U.S. Office of Education, Ethnic Heritage Programs. The sessions, which will continue through Aug. 1, will be concerned with the task of reassessing, upgrading and revitalizing Black Studies courses, curriculum and teaching methods.

Black Studies need priorities

It is time to be setting priorities in Black Studies curricula for the 1980's.

Charles E. Mosley, chairman of Cultural Studies at Chicago State University, (CSU) said a change is needed everywhere.

"We need new dedication," he told participants in the Pacific Northwest Black Studies Summer workshop which ended last week at WSU. "We need to add innovations to curriculum studies in order to better communicate and educate."

Mosley, founder and chairman of the National African Association for Black Studies, said there is a special time in everyone's life when he or she is asked to do a special thing.

"It is a tragedy if at that time the person is unprepared to do this. Black Studies programs are the answer," he said.

Black Studies has been instrumental in bringing good things together, Mosley said. The programs help the black student to confront the dualism of being a black. They also have served as a gathering of scholars.

"Black Studies is about the study of man. It recognizes the black contributions to civilization," Mosley explained.

"A Black Studies program must be vigorously relevant, socially useful and rigorously academic," he charged. "And it must stress full representation and participation in higher education."

He said with careful organization, Black Studies programs throughout the nation should continue to grow.

"Enrollment in Black Studies programs throughout the nation is steady. The faculties seem to be strengthening and funding is being continued," Mosley said.

Black Studies programs are offered at 220 institutions across the states including the Universities of Alabama and Mississippi. Some 500 other schools offer courses in Black Studies.

Mosley said he sees a trend toward an increase in the number of coures offered in existing programs, but the number of programs is expected to remain steady.

APPENDIX F

Participant Responses

UNIVERSITY OF OREGON

College of Liberal Arts
ETHNIC STUDIES

EUGENE, OREGON 97403
telephone (code 503) 686-3539

August 11, 1975

Professor Leon Black, Jr.
Assistant Director
Black Studies Program
Washington State University
Pullman, Washington 99163

Dear Leon:

Enclosed is the evaluation form which you sent last week.

While I did hear some criticism of the workshop, it has been a learning and growing experience for me. The speakers were informed, their topics were timely and the talks well delivered.

I use this sort of information to help my personal growth in the area.

For many, it may seem old, perhaps not worthwhile, and redundant. But, it is also pretty well known that workshop participants are critical, carping and often threaten to leave early, and in fact often do this. This is their failing, however, rather than the failing of the workshop. I do not believe in changing well-laid plans because some people are not pleasured by their perceptions. Any mistakes realized here may well be used to improve the next workshop offering. Some people want to be spoon-fed information they find exciting, but this rarely happensfor very long at one time.

This workshop was structured, and that structure was adhered to much to your personal credit. It was well-done, and, in my opinion, it was very well worthwhile. It was a well-timed effort and you and your staff have a right to be proud over this. I am sorry that Talmadge's schedule prevented him from greater inter-action with the group, however, I well understand the constraints. Thank you again for allowing me to participate.

Yours truly,

George E. Mills, Jr.

George E. Mills, Ed.D.
Director, Ethnic Studies Program

GEM:jk
Encl.

South Seattle Community College

6000 Sixteenth Avenue S.W. • Seattle, Wa 98106 • Area Code 206-764-5311

Robert C. Smith, President

October 15, 1975

Mr. Talmadge Anderson
Director
Black Studies Program
Washington State University
Pullman, Washington 99163

Dear Mr. Anderson:

This letter comes late, but the memory is still present. Time cannot be a factor in letting you and the members of your program know how well planned, structured, and superbly implemented the Pacific Northwest Black Studies Summer Workshop (1975) was. I am still referring to and implementing ideas and valuable information gained at the workshop from notables who participated. This was the first workshop dealing with Black Studies that I have had an opportunity to participate and I must say it was worth the four (4) weeks attendance.

I am extending congratulation to you and your staff on an institute well organized and educationally presented.

Special mentioning and appreciation is directed to Leon Black, who directed the Program with excellent skill and timely schedules also with a dedication toward program implementation and participant success. Its understandable why your program is the most talked about in terms of success.

Equally appreciable has been the follow-up correspondence we have received since the workshop. Please continue to keep in touch and we hope you can receive follow-up funding for additional institutes.

Sincerely,

Sue Haynes

Sue Haynes
Director of Minority Affairs

SH:ga